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MICHIGAN TEACHER:

AN EDUCATIONAL MONTHLY.

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VOLUME VII.--1872.

HENRY A. FORD, EDITOR AND PUBLISHER.

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THE Michigan Teacher

A MONTHLY JOURNAL

DEVOTED TO

EDUCATIONAL INTELLIGENCE,

TO THE PRACTICAL WORK OF THE SCHOOL ROOM,

AND TO THE

PHILOSOPHY OF EDUCATION.

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THE MICHIGAN TEACHER.

Volume VII. . . . . NILES, JANUARY, 1872. . . . . Number 1.

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THE TASK.

BY HON. JOHN D. PIERCE, THE FIRST STATE SUPERINTENDENT OF PUBLIC INSTRUCTION IN MICHIGAN.

WHAT is it? To rear up and educate, to prepare for duty and the activities of life, more than five hundred thousand children and youth. This is the work to be done within the next ten years. To do this work will require at least fifteen thousand competent teachers. Such teachers we need, and such we must have. Without them the expenditure of money and labor will be to no purpose. In view of this, I urged upon the Legislature and people of the State, in 1836, the following considerations; and are they not just as important now as then?—

"The most perfect organization of the entire system of schools, in all the varied departments of instruction, must fail of securing the desired results without a sufficient number of competent teachers. It is truly affirmed 'that no school can be essentially improved but by the improvement of the teacher. All other things are, in comparison, of little consequence. Children of the best parents, in the best constructed school-house, under the most favorable circumstances, will lose and more than lose their time, if given over to the management of an *incompetent* teacher. *This* improvement is, therefore, at the bottom of every other.' There is no class of any community upon whom its highest interests more essentially depend than upon teachers of schools. They hold in their hands the hopes of the present and the

strength of the coming generation. They stand at the very springs and fountains of civil liberty, to poison or purify its waters. Without competent teachers, the most perfect system of external organization must be powerless — must certainly fail of accomplishing its object. The truth is, education is to be regarded as a science and an art; it is a science, for it has its distinct subject, its distinct object, and is governed by its own peculiar laws; and has, like other sciences, its corresponding art — the art of teaching. Hence results the profession of teacher; the most numerous of any in the country. But how little understood is either the science or the art, and how little esteemed is the profession of teacher. And how can it be otherwise? If education is a science, how is it to be understood without study? And if teaching is an art, how can it be successfully practiced without suitable preparation? How can the profession of the teacher be esteemed, if men generally enter it who know little or nothing of either? No man is supposed to be acquainted with any one of the other sciences, who has not thoroughly investigated it; nor is any one thought to be qualified to enter the profession with which that science is connected, and practice its corresponding art, who has not become intimately acquainted with its duties. Men are not often thought to be fit to enter the learned professions, who have not thoroughly studied the sciences upon which those professions are based. It may hence be pertinently asked 'On what principle of common sense is it that a man is considered good enough for a teacher, because he has satisfactorily proved himself good for no one thing else? Why is it that the utter want of health to exercise any other profession, is frequently the only reason why a man should be thrust into this, which requires more active mental labor in the discharge of its duties than any other whatsoever? Alas! it is not by teachers such as these that the intellectual power of a people is to be created. To hear a scholar say a lesson is not to educate him.' Why is it that, in the lapse of ages, the very name of Greece is still surrounded with undiminished effulgence? It is not because of the prowess and fame of her commanders and chieftains — of her Miltiades, Leonidas and Cimon; it is not because of the unequaled splendor and comet-like glare of her military achievements and conquests; but it is because that, in the days of her intellectual glory and greatness, Socrates and Plato, Aristotle and Zeno, were teachers of her youth. They were stars of the first magnitude in that peerless constellation of genius which still shines thus resplendently upon the

land that gave them birth; and the light of which has, through all succeeding ages, been reflected upon every clime where civilized man has found a home. What a contrast when presented in connection with many of the teachers of our day! Instead of being all light, as they should be, and capable of emitting it, from their extreme opaqueness, they scarcely shine with even a borrowed lustre. It is utterly impossible to elevate the schools and make them what they ought to be and must be, to meet the just demands of all classes of community, without elevating the character and rank of teachers. And to do this effectually, they must be thoroughly educated and bred to the profession."

Ypsilanti, December, 1871.

MENTAL SYSTEM. — The faculty of concentrating the mind on the matter in hand, to the exclusion of all other things, is one of the rarest and most valuable gifts with which a man can be endowed. To commence with a theory, to think out its legitimate results, to reduce those results to a concrete form, and, if it be in material science, to proceed to experiment and practice, without diverging, in any direction, from the purpose, is possible to very few men. And we do not think we are overstating the case when we assert that, in proportion as a man is gifted with this faculty, he will become a successful investigator of the phenomena of Nature. Certain it is, that the most eminent men in the scientific world have been remarkable for this power of self-concentration; and the study of Nature and her laws — which go from process to process, and from fact to fact, by strict induction and with inexorable logic — is the pursuit of all others for the employment of this invaluable talent, as well as for the increase of its strength. The study of Nature,—in other words, science,—is the best occupation for the mind, if it be desired to systematize the thinking faculty, and to produce the greatest result from the exertion of the intellect. It is one phase of the same power, of which thoroughness of work is another; for, if the ability of mental concentration can be acquired, it is by doing most thoroughly and earnestly the work in hand. So the true worker or thinker never wastes time and strength in going back to what he has already accomplished; but, having done it once, he is prepared for the next process, and so goes on with the least possible dispersion of his mental force. — *Scientific American.*

THE ART OF TEACHING READING.

NATURE'S METHOD CONSIDERED. — A PLEA FOR THE WORD-METHOD.

BY PROF. J. RUSSELL WEBB.

[Continued from the February Number, 1871.]

THE Word-Method does not begin with the letters, — neither with their names nor sounds, nor yet with their forms. The existence, even, of letters, as such, is, at first, ignored; and this the Word-Method does, not for the sake of differing from other methods, but because it is intent on following Nature's method of teaching. How does Nature teach?

Primary knowledge is inherent in material things. Before the mind can become possessed of knowledge, it (the knowledge) must be grasped by one, or more, of the senses and conveyed to it. It (i. e., primary, first knowledge) can get to the mind in no other way. A complete deficiency in any sense cuts the mind off from the knowledge that that sense was designed to convey; and when there is a complete deficiency of all the senses, the mind is dormant and must remain so; for it can not receive food, however much or little it may crave it, and of course it can not act, it can not grow. But children are generally born into the world with these germs of knowledge gleaners and knowledge couriers (the senses) full of vitality, and ready to spring into active life and service. How, now, does the case stand? First, we have knowledge (in a latent state) everywhere scattered around; 2nd, we have mind, its natural repository; and, 3d, we have the senses (I mean what are called the "five senses" — hearing, seeing, smelling, tasting, and feeling) whose office it is to discover, to pick up, and to carry knowledge to the mind. In the insect-world we have a counterpart. God puts honey into the flowers — bees discern it, pick it up, and take it to the hive. Nature teaches through the senses.

In mathematics, the unit has long been the standard of measure; but it is no more the standard in mathematics than it is everywhere in Nature. The idea of individuality is the first that is developed in the

child's mind as the senses bring to it a knowledge of the existence of a physical world. The child becomes conscious of the individuality of its mother, its father; of its brother and sister. It individualizes the objects it sees, and soon it knows a dog from a stove, and a lamp from either; not because it has noticed particularly their several parts, but from their general appearance as things, as whole objects or units. So larger children know objects which they come in contact with. They know a wagon or a sleigh, not from a knowledge of the parts but from the general appearance. Ask for a particular description of the parts, and you will fail to get it. Their knowledge is too circumscribed. They have not advanced so far in analysis, which is one of the processes of the mind. Nature begins her teaching with units.

In language words are units. Their existence becomes necessary to give vent to the thoughts pent up in the mind. Things exist primarily. Names are given them, not from choice, but from necessity — a necessity of our nature. These names are recognized by the ear as units, no less than are the things so recognized by the eye. By constant association, either brings the other to the mind. When the name is heard, the mind seems to see the object, and seeing the object brings the name to the mind. Thus words and their meaning are taught. All spoken words are taught as units, and as units of meaning which nothing less than the word can express. No one teaches talking by parts of words; all avoid it by a God-given instinct, which, when reduced to reason, is simply because the life of the word is in the word, the whole word, and in nothing less; and words are used simply to manifest the life they contain. Therefore, as a matter of course — I might say necessity — spoken words are taught as units, and no one thinks to teach them in any other way. Thousands have lived, and talked and died, without a suspicion that words could be resolved into smaller parts; and yet they talked well and died regretted. And the end is not yet. One by one, as units, spoken words are taught and learned, and thus the sum of one's language is made up.

Wherein do written words differ from spoken words? One appeals to the ear, the other to the eye. Both contain mind food. One carries it to the mind through the sense of hearing, the other through the sense of seeing; both impress the mind alike — producing pictures of things and thoughts, more or less vivid, as they are understood and comprehended. We teach spoken words as we teach things (and from

things) in nature: why not teach written words in the same manner? Written words are things — representative things — each having a clearly defined form which the eye recognizes as clearly as the ear recognizes its name. Like spoken words they are units, and the simplest elements of written language. Why not teach them as such?

Is the ear a better organ than the eye? Is it susceptible of higher culture? Is it more rapid and retentive in its perceptions? And yet we learn and retain spoken words, each as a distinct unit, by the ear; and no one protests that the task is impossible or complains that it is even burdensome. Indeed, we all know that learning to talk gives the learner, if it does not the teacher, a great amount of pleasure. All this, our "cogitations" to the contrary notwithstanding.

The eye learns objects in nature, each separately. Knowing the forms of ninety and-nine gives no clue to the form of the unseen hundredth. That must be learned, as each of the ninety-and-nine were learned, by the eye. I do not consider the relation of things, by means of which words can picture to the mind the unknown by using the known.

Is Nature cruel? Is she not rather kind in this very thing? What an amount of pleasure we derive from seeing new things! We would not change Nature's ways of communicating knowledge of the physical world, if we could. We would not change what we have seen to be manifestly her method of teaching the spoken language, if we could. Is she less wise, or less kind, in the matter of written language? Or has man, in his efforts to seek out many inventions, improved upon her method, or — has he failed to discover it? Experience has settled many points of dispute. It has settled this — Nature has made no mistake. Written language should be taught as objects are taught, (beginning with wholes — ending with parts), as spoken language is taught. The Word-Method follows Nature in her method of teaching. The Word-Method is Nature's method, and Nature is right.

But "there are objections to it." No doubt, intelligent, honest objectors are to be found. It would be almost too much of a good thing if it were otherwise. There is no one great truth — not excepting the shining of the sun — that is not disputed by some one. The Word-Method is so unlike the practices of our fathers, so unlike our own former practices, that I am often astonished that it has so many friends.

The objections urged by practical teachers are suggested, I believe, by the results of wrong teaching, rather than by any inherent difficulty in the system itself. It may be possible for one to "think it over" — think in a certain way — and find seemingly insurmountable objections to it, as my friend P. did, though he knew all the time, from experience, that it worked well in practice. Some mathematicians claim that, mathematically, the long hand of a clock can not pass the short hand. Yet we know that it does pass it every hour in the day.

All admit that children will learn the letters in a short time, when taught by the Word-Method, even though special effort is made to keep all knowledge of the letters from them. When children know the letters, and are required to make words out of them every day, as they are by this method, can they not get all the benefit from them that they do get from them when taught by the old alphabetic method? Now we know — for you and I were taught that way — that children do somehow make progress in finding out words and reading, when taught that way. What advantages has that method over this? — not to say this over that? The truth is, everybody learns words by their looks, (i. e., in fact, by the Word-Method), and everybody reads by whole words; or, better still, by whole sentences, and some even read by paragraphs. When a new word is met with, we guess at it from the sense (for the spoken word is probably known), or we institute a rapid comparison of its form, as a whole, or in parts, with known words, and assume that parts of different words that look alike are pronounced alike. For example, I learn the words *see* and *go*; then I learn *seeing*. Now I meet the word *going*. Have I no clue to its pronunciation? I know that the first part looks like the word *go*, and I know that the last part looks like the part put on the word *see* to make *seeing*, from which my reason — I had almost said instinct — tells me that the new word is *going*. If I am right in its pronunciation, the sense will confirm me in it. If I am not right, I must guess again, or ask some one, or, if old enough, consult the dictionary. Is there any method that will get at its pronunciation better? If so, try it on *mow*, *sow*, *row*. There are many other words that would defy the Phonic Method. Indeed, most of our words are reckless of that method. Each seems to be made up just to suit itself, defying all rules in their construction, and all systems in their learning, the Word-Method excepted.

In teaching by the Word-Method, some fail because they attempt to teach it from books and charts not at all adapted to this purpose They failed just as the man would, who attempted to do "a good job" of plowing with an old-fashioned wooden plow. Others suppose this method to be simply a word learning method, and, therefore, that anything that is a word (especially if it is a short one). is a proper thing to teach, and that anything that is not a word is not a proper thing to teach. Should the child by any manner of means learn the names of the letters, (as he certainly will,) or their sounds, they would not think this knowledge of any value, and would make no use of it to the child's advantage, but they would consider its acquirement a great misfortune. Of course, these teachers fail of success in teaching it. Other teachers there are, who have the true theory of the system, yet who, in practice, fall into ruts, and go through with the form of teaching, day after day, with a sameness of manner, much as a horse travels in a mill, forgetting that "variety is the spice of life," e pecially with children, and that the Word-Method requires the greatest latitude in this respect. These teachers are not so successful as they wish they were. None of them catch the spirit and intent of the system, and it is not to be judged by their work.

Just here allow me to digress, to say that every work written on this subject, beginning with the first, which I wrote in 1845, assumed that the child, before proceeding to a more advanced book, would not only know the names and sounds of the letters, but be able to analyze and synthetize words, and they each made provisions therefor. You might as well say that because a person learns to know, for instance, a wagon by its general looks, that therefore he is debarred, forever, from knowing that it has wheels, or axles, or any other parts, or, if known, that they are of any use, as to say that because the child learns words first, that therefore he must not know anything about their letters, sounds or spelling. The Word-Method claims to teach all these, and to teach them in a most thorough and rational manner.

And now, Mr. Editor, permit me to close this already too long article by referring your readers to my last work, "*First Lessons in Language and Drawing*," for a full explanation of the manner of teaching this system; or, if you prefer, by a promise to so explain the "How to Teach" by the Word-Method in a future number, that I shall be, at least, understood.

SCHOOL GOVERNMENT.

BY RON. JOHN M. GREGORY, LL. D., SUP'T OF PUBLIC INSTRUCTION, 1859–64.

[Dr. Gregory is quite unable, from many engagements, to prepare the expected article. In its absence, we present a valuable extract from one of his Annual Reports, which ought to be published at least once a year in every part of the State.]

THE aims of school government demand our first and most earnest attention, since they determine its extent and value, and give law to all its methods. A low or inadequate view of these aims will almost necessarily lead to a weak or pernicious government.

1st. The first and most obvious, though not the highest aim of the government of a school is to maintain a degree of order and quiet that will permit the ordinary work of the school — the teaching and study — to go on without undue impediment or delay. This aim is too simple and obvious to need discussion.

2d. A second and higher purpose, is to train the pupils to habits of order and system, — to educate them to regular and systematic efforts, and to methodical and orderly movement, both of mind and body. In the quiet and system of a well ordered school-room, the pupils learn the utility of having a place and time for everything, and of keeping everything in its place and time. Themselves a part of the general order, they are trained to keep time to the general movement. The neatness and regularity reigning in the school-room slowly but surely transfer themselves to the habits and character of the pupils, and go forth with them to the duties of their after lives.

3d. A third aim is to train the pupils to live in a well ordered society, to accustom them to abide peacefully under the regular administration of laws, and in organized communities, and thus to educate them for citizenship in the State.

The school is the State in miniature. The little citizens come into the common body with personal rights and individual aims; but they find there common interests and duties, and are bound by the demands of the common well-being. Here they owe allegiance to the govern-

ing power over them, and common charities and co-operation to their fellows around them. What better training for the duties of adult citizenship can be found than to learn to live peacefully, helpfully and honestly in this school-room State? The well governed school, with its wholesome laws, its systematic industries, its fine mingling of personal and common duties, its authoritative administration of justice, and its controlling public sentiment, by which each child is taught that the rights and opinions of the one must, when necessary, yield to the rights and opinions of the many, is the very nursery in which all the high qualities of a true citizenship can be reared into power.

4th. Another and still higher aim of school government is the education of the will. The ordinary school studies address themselves to the intellect. In the fields of knowledge there is food for the perception, the judgment, the reason; in art there is culture for the eye, the hand, the taste; but there is no study for the will. In the domains of law it must seek its exercise and training, if anywhere. Sitting, as a simple, but *kingly* power, shrined in the very center of the soul's personality, it displays itself, not in thinking, or in feeling, but in action, — law-guided and law-governed action. If, then, we would educate this part of our nature — this great ruling section of the soul — which holds control over all the remainder, making the man weak or strong, according as it holds with a strong or feeble grasp to its chosen purposes, — if we would add the element of personal power to the education which is also only a mere possession, we must address to the will the behests of law, and train it to act under the reign of rightful authority. The will of the little child is the slave of every fitful impulse; it veers in its purposes with every changing fancy; its resolutions are as ropes of sand; its plans are abandoned at the first impediment. Under the firm hand of a wise teacher, this childish will learns to obey with a steady obedience, and thus comes at last to command, both itself and others, with a steady obedience. This is the great truth that underlies the old maxim, "let him who would command first learn to obey." I affirm without hesitation that this is the highest and most central of all education. And this education is the product of good government alone.

5th. The education of the moral nature is another high and legitimate aim of school government. This government, if it be just and kind, as well as systematic and orderly, is a constant lesson to the moral nature. It may be well questioned whether there is any moral

teaching so impressive and plastic as that enforcement of order, and steady, daily performance of duties which prevail in a well governed school. The realm of morals is simply the realm of right, and it is the central aim of all good government to inspire and enforce right-doing. Every just law is a constant lesson to the conscience, defining the right and commanding it as a duty. The child that obeys can not but grow purer and stronger by his obedience. But the genial quiet and peaceful good order of the wisely governed school is the very atmosphere in which the higher sentiments flourish and all noble aspirations grow.

6th. But, finally, there is another and grander use in good government than all these — grander, because it is comprehensive of them all. It is to fit the soul for its residence and destiny in this great universe of law. Look where we will, throughout this great empire of God, the fact that meets us everywhere, in all without us, and all within, is the power and prevalence of LAW — all comprehending, all controlling, eternal, irresistible, irreversible law. Holding in its grasp every world that wheels through space, and every atom that floats in the light, every burning sun, and every bursting flower, — marshalling the seasons, modelling all growths, and meteing out destiny to every creature, — law is the very frame-work and moulding force of all material things. Nor do we escape it in the realm of mind. Not a fancy flits through the brain, nor a train of reflection moves to its conclusion, but obeys the great laws of thought; not an emotion stirs the heart, or a passion sweeps the soul, but law orders its rise and decline. Thus a man is girt in by law as by some great net-work of iron, and in his power of obedience rest both his safety and success. It is by conforming to the laws of vegetable growth that he raises and reaps his harvests. Let him disobey and he fails. Observing the laws of mechanic forces, he wins the triumphs of his mighty machinery. Let him refuse submission, or carelessly transgress, and the power he has invoked may become his ruin. By patient following of the laws of truth, he enters the domains of knowledge, and is permitted to gaze on the unveiled wonders of her presence. Thus everywhere, when he obeys he conquers, when he sins he fails.

Nor have we yet reached the end of that world of law that surrounds and governs us. In the social nature lies another realm of laws, binding every soul by their mandates and limitations; and high over all arise the great religious laws of God, the statutes of that spiritual

realm which counts both worlds as its own. And as if this were not enough, society makes laws in the customs it imposes upon all its members, and the State adds its ponderous statute books, to define the duties and rights of a man as a citizen.

In the face of all this, — and this enumeration is but the merest glimpse of the great and ponderous truth it seeks to reveal — what lesson so important — so immediately important — for man to learn, as that of the art of obeying? What educational acquisition is so vital and essential as the power to render cheerful and happy obedience to rightful authority and established law? As the caged bird frets and beats its wings against the bars of its prison, so must the untamed and unsubmissive soul chafe against the great frame-work of natural and revealed laws which forever inclose it. As the locomotive runs along its iron path, and finds safety and swift progress in the friendly tracks that guide its course, so will the obedient and law-abiding soul find its surest element of power and advancement in that great established order of things which it has learned to obey. Thus is law an element of strength or an instrument of sorrow — a pathway or a cage — as the child is taught obedience, or is left to be the victim of its own native lawlessness. To what a grandeur of importance does the good government of schools arise, under the light of this demonstration! How foolish the conclusion of those who count that the study of text-books is the great central work of the school, and that any government is good enough, if the lessons are only properly learned and recited! What acquisitions of knowledge or art can compensate a man for having failed to learn that noblest of all knowledge — the knowledge of duty — and to acquire that best of all arts, the art of submitting the soul, with all its powers, passions and aspirations, in the grand and eternal service of law! How sad and terrible the comment which the unhappy and disorderly lives of men, — the crimes committed in passion, — the constant rebellions against society and government, — the wearying unrest of so many lives, — pronounce upon the failures so common to teach children how to govern themselves!

In the rules of school government lie involved all its main principles and laws. Its very secret and philosophy are wrapped up in them, and in vain will any one seek to understand, or intelligently administer wise and wholesome government of children without a careful consideration of these high aims.

PRACTICAL EDUCATION.

V

BY HON. IRA MAYHEW, SUPERINTENDENT OF PUBLIC INSTRUCTION, 1851–'58.

EDUCATION in the widest and true sense implies the harmonious culture of the whole man — the body, the mind, and the heart — reference being had to all the relations he may be called upon to sustain in life, and to the whole duration of his being.

The necessity existing with the great majority of our people for providing against pressing material wants renders it of the first importance that all education should be *practical*, by which I mean that the particular studies to which we give attention, the order in which they are taken up, and the manner in which they are pursued, should all have direct reference to the practical uses that are expected to result from them.

And even where no pressing necessity for the supply of one's material wants exists, true culture, and the ends proposed to be secured by a substantial education, will be most surely and effectually attained when principles learned, and knowledge acquired, are early and continually turned to practical account. We propose in this article to indicate some of the methods by which this may be done, and to consider the advantages resulting from their observance.

In learning to read, the whole alphabet was formerly taught to the child before he was led to unite letters in forming even the simplest words. A more practical and philosophic method, and consequently a better way, is to teach children only a few letters at first, and to select these with reference to the use that may soon be made of them. With *a* and *x* learned, the child is prepared to read *a*, *x* — *ax*. Then with *b* added, he will be prepared to read and spell *b*, *o*, *x* — *box*, and so on; the particulars and words here employed being intended only to suggest the method of procedure.

In reading, the two principal objects proposed to be secured are, firstly, the understanding by the learner of what he reads; and, secondly, the ability so to read as most effectually to communicate to others the ideas of the subject-matter read. Reading is hence more effect

ually taught when so pursued as to secure both of these ends. Children should, therefore, read only what is within their comprehension, and what they may be interested in learning and communicating to others. And to secure both of these ends they should be encouraged early to engage in composition; for in writing of what they are interested in and understand, they will come better to comprehend the correct use and meaning of the words; and in reading to others what they have themselves written and are interested in, they will most surely acquire skill in imparting their meaning to others. In this way a knowledge of the correct use of language will be surely gained, and good habits in writing and speaking be early established, without the formal study of grammar, which, at an early age, is often attended by unsatisfactory results.

The learner's earlier lessons in arithmetic will be most readily comprehended by employing numbers in the concrete. The meaning of the phrase "three boys" is more readily gained than that of the abstract number three, when not applied to persons or things.

In learning the arithmetical tables, illustration should be employed so far as necessary to give a correct idea of the subject. For example: in learning the table of long measure, the foot rule, with divisions into inches, the yard measure, with divisions into feet and quarters of a yard, should be employed, and the learner should then have an opportunity for correcting his judgment of the height, length and breadth of objects in and about the school-room, by the application of the correct measure, until he becomes able to judge of distances with approximate accuracy. By applying the foot rule to the yard measure, the learner in his first lessons will see that three feet make a yard; and in like manner he will gain a knowledge of the rod, and of other distances, and thus be enabled to inform and correct his judgment.

In learning the tables of liquid and dry measure, a series of measures should be employed. and the smaller ones filled and emptied into the larger, until all are filled in turn. In this way children will in a few weeks acquire a better idea of the meaning of gill, pint, quart and gallon, and of pint, quart, peck and bushel, than is usually gained in months, and in years even, by the methods often pursued. And what is perhaps of still greater importance than the ready attainment of the habit of gaining the correct meaning of what is heard or read, will in this way be effectually established.

In mechanical powers, their principles in many departments of the

science have been stated and elucidated, great advantages will result to students from submitting to them well graded and appropriate examples for solution, in which the principles of the science shall be practically applied. Their knowledge of the subject thus becomes distinct and specific. And so of all studies.

Physiology should be so taught as to lead to the formation of correct personal habits, in eating and drinking, and in all other respects. Nothing short of this ought to be satisfactory. All wise and safe educators will endeavor so to present and impress the truths of this science as to lead their students to conform their tastes and habits to its manifold teachings and requirements. But teachers, even of the religion of Jesus, sometimes allow themselves to continue habits they have formed, as the use of tobacco, for example, which they admit to be positively injurious. Such persons are at best unworthy and unsafe guides, and should themselves repent, and do works meet for repentance, before they assume to exercise the sacred office of teacher.

If we examine the plans upon which the books on arithmetic, physiology, book-keeping, natural philosophy and other subjects, are constructed, we shall find that the authors of works which have gained a large circulation, and which maintain their reputation and position in our best schools, have in their construction recognized the principles herein set forth. And teachers will generally prove successful or otherwise in proportion as they understand and apply these principles.

All true interests of men, for the present and future, are in harmony. When best educated for the passing years of the life that now is, they are at the same time best educated for all time to come. Virtue, and the formation of a genuine Christian character, should therefore be prominent among the ends proposed to be attained by every system of education claiming our attention. And here, most of all, is it essential that education should be *practical*. The principles of Christianity should everywhere be practiced, and children should be led early to bring their lives under its hallowed influence, in the love of its teachings. And here also they must at every step be led to *practice* what they have learned, in order to receive additional light and truth for their guidance; for in this way only can they grow in grace and in the knowledge of the truth.

This article is intended to be suggestive of methods that shall enable young teachers to improve in their profession and become more successful and efficient workers. Teachers should study the best methods

of carrying conviction to their students, and should so direct their inquiries after truth that they may take pleasure in conforming their hearts and lives thereto, in the love of it. Then, and not till then, they will become most efficient in their great work, and truly magnify the office of teacher.

FROM TWO POINTS.

I.

FORTY-EIGHT bodies all restless and moving,
Knowing no quiet from morning till noon;
Stilling a moment at each new reproving,
Stilling a moment, and stirring as soon.

Ninety-six lips that are eager to chatter,
Aided, abetted, by ninety-six lungs,
Heedless alike of both manner and matter:
Babel was naught to this clatter of tongues.

Ninety-six eyes of all colors and pities,
Watching for *sights*, and seeing them, too:
Mischievous plottings and mirthful surprises
Mirrored I see in the black, gray, and blue.

Ninety-six feet that are ready for action,
Ready for play when their school-time is o'er:
Soon shall I see, with intense satisfaction,
Two of them bear the last child from my door.

II.

Forty-eight souls to be fitted for living:
Fitted to *die* when the warfare is done.
How am I teaching, what aid am I giving,
Whist-help for battle, that victory be won?

God grant these lips, now so eagerly moving,
Ever be ready to speak for the right;
Scornful of pleasure, the sinful approving,
Teaching the mourner through prayer to find light.

God grant these eyes, that are dancing with gladness,
May not be blinded by sorrowful tears;
Send to these children but little of sadness,
Keep them from sin through the long coming years.

Onward their feet still must press on life's journey,
Over the roots or thorns as they come:
God guide these children amid ignorance, error,
Bless them, and keep them, and bring them safe home.

L. W., in Ind. Sch. Jour.

ARITHMETIC, AND HOW TO TEACH IT.

BY PROF. E. C. HEWETT.

THE ultimate principles of Arithmetic are very few, although the rules and applications are somewhat numerous. Its principles are also very simple and easily understood. To many minds, there seems to be something rather mysterious in the manipulations of figures; and it must be confessed that many of our text-books so present the subject that this is not to be wondered at. Yet, it seems to me that there is nothing in the whole science that may not be presented in such a way as to appeal at once to our common sense. It is vastly easy to find fault; frequently one may show that a thing is wrong, who can not offer anything better in its place. Fault-finding, at best, is a thankless task. Nevertheless, I shall venture in this article to point out several common, I had almost said general, errors in our text-books on Arithmetic, and in our methods of teaching.

1. *A failure to distinguish figures from numbers.* How often are pupils told to "add figures," "to take a figure of the subtrahend from a figure in the dividend," "to multiply one figure by another," "to find how many times the divisor is contained in the first figure of the dividend," etc., etc. Now, every one knows that none of these operations are performed on *figures*; they relate to numbers alone. Does anyone tell me that I am hypercritical, that everyone understands that numbers are meant? I know this is not true; I have known many persons of considerable ability in Arithmetic, persons who have taught for years, whose ideas upon the distinction were never clear until they had been subjected to a tedious and laborious drill to correct false impressions. Neither is the distinction an unimportant one; the distinction between a *thing* and its *symbol* is never unimportant. *A number is a unit or collection of units. A figure is a character to represent a number.* Until these two statements are fully appreciated, and our language is shaped accordingly, clearness of thought is well-

nigh impossible; and he who thinks clearly, does it in spite of bad statements — his own or others.

2. *The use of the terms Mental Arithmetic and Practical Arithmetic is another source of confusion.* Are arithmetical operations performed without the use of figures any less *practical* than those in which figures are used? And is there any less of *mental* operation where figures are used? But I shall be told again that this criticism is unnecessary — that some terms are convenient to distinguish operations without figures from those with figures — and that these terms are as good as any. I reply, not so; for pupils often get the notion that there really are *two kinds of Arithmetic*; that Practical Arithmetic is widely different from Mental Arithmetic. The truth is that the analysis and the operations in one case are just the same as in the other; and the only difference is, that in one case the mind retains the numbers without any symbols, while in the other it calls in symbols on account of its weakness. The full science of Numbers in all its principles and their application is possible without the use of a single figure. Figures are but crutches; useful only when we are lame. Let us not teach our pupils, then, that it is more practical to walk with crutches than to walk without them. It is often well, when a pupil is troubled with the solution of a question involving large numbers, to give him another just like it in which the numbers are small: let him analyze the latter question and solve it without figures, then require him to give the same analysis for the former question, and afterwards solve, using his figures.

3. *Making the young learner deal with abstract numbers at first is entirely unphilosophical.* The untrained mind of the child or adult, when it performs real arithmetical work, always seeks the aid of counters of some kind — counters, not figures. This is the natural way; and we never gain anything in educational matters when we become wiser than nature is. Let the little arithmetician in the Primary School *always* operate with counters, in the early stages of his work. Beans or kernels of corn will answer as well as anything; and in his first uses of figures let them represent some number of actual objects which he has seen or handled. And when he comes to use figures in performing operations, let him first perform the operation with his counters, then represent the work with his figures. For instance, if he is to add thirty-five and twenty-seven, using figures, let him first lay out his counters — beans or what not — in two separate groups.

In one, let there be three piles of ten each, and one pile of five; then let him represent this group, or number, by the figures thirty-five on the board. Next, make up the other group of two piles of ten each, and seven in another pile, then represent this group by twenty-seven under the thirty-five. Now put together the piles of five and seven, and then count out ten from the sum and observe that two are left; now gather all the piles of ten and lay them near each other, close by the two; and he will see what the result is, and how it should be represented by sixty-two under the other figures. Will he not in this way readily see the philosophy of "carrying for ten?" Let his early operations in the other "ground rules" be treated in a similar way, and he will come to see that the representative work with figures actually stands for real operations that may be performed on things.

4. *Not enough attention is given to the grouping of numbers by tens.* Train the pupil, still with his counters in hand, to see that seven tens are added just as seven units and four units are. Teach him, in the same way, that eight units and six units, for instance, will always give ten and four units, however many tens may already be joined with either of the numbers: that is, the pupil ought to recognize seventy-eight and six as eighty-four, just as readily as he recognizes eight and six as fourteen. After working with his counters awhile, let him commit such tables as the following: Nine and seven are sixteen; nineteen and seven are twenty-six; twenty-nine and seven are thirty-six, etc., up to eighty-nine and seven are ninety-six. It will take but a comparatively little while for the child to learn to recognize at once all the combinations you can make in this way; I mean by keeping one of the numbers to be combined less than ten. After this, how easy will addition become! Is not this exactly what all rapid accountants do? — *Indiana School Journal.*

— MR. Tom Hughes, in distributing some prizes at Oxford, observed that he did not believe athletic exercises were in the least incompatible with scholarship. The boys who went most vigorously into the pursuits to which they ought to pay the greatest attention, were also the foremost in games and exercises. The scholars of our time have three fields of instruction — that of nature, that of books, and that of action; and he who uses these three aright will attain the highest of all rewards — self-reliance.

EDUCATIONAL MISCELLANY.

TIME and the patient and plodding use of time is the very first condition of a good education. If the early years, when the brain can alone be patiently worked at with the hoe and rake, this routine of languages, the bearing of which brings every faculty of the mind into use, and into more and more use all the time — if these early years are pre-occupied with urgent necessities, premature toil and precipitate cares, or importunate acquaintance with the actual world, do not expect, except in the case of genius, such mellowness and fineness of mental soil, that the largest and noblest fruits of culture can ever spring thence! We have never yet known a single instance of a neglected boyhood, of an education commenced late, of a brain suffered to harden long without elementary training and working, in which great crudities and immense insusceptibilities and a certain coarseness of fruits did not painfully perpetuate the sense of the early loss. It has even been observed that self-educated men begin to decline early in brain-power, as if the zone of their culture were narrow, and even the brain irresponsive in certain neglected districts.—*Liberal Christian.*

ANSWER THEIR QUESTIONS.— These parents run the risk of losing their children who put aside their trivial questions as of no consequence. An interrogation point symbolizes the life of childhood. "Why?" and "What?" are the keys with which it unlocks the treasury of the world. The boy's numberless questions often seem trivial, but the wise parent will never turn them off unanswered, if he can help it. It is his rich opportunity of teaching. He is met half-way, and there is the difference between impressing the truth upon an eager mind and an uninterested one. The little fellow, helping you at your work, and plying you with endless questions, may learn as much in half an hour there as in a week when his body is a prisoner in a school-room, and his thoughts are out of doors. — *Selected.*

TEACHER, do not imagine that your scholars will remember all you say to them; nor yet be sure that they understand it all. Test their remembrance often by asking questions on former lessons; and ascertain their understanding of what you are saying by having them relate it to you. If they can give an intelligent review of old lessons or new, they have learned something under your teaching. Judge then of your success as a teacher rather by what they say to you than by what you say to them. — *Ibid.*

IT is a common belief that if you educate a boy, it spoils him for work. Show that you are not above work, but that your education has made you

better workers. He who has this idea of labor finds labor exalted. The admiring pupils of Schiller were wont to say that everything about the man was lovely, even to the snuff that dropped upon his waistcoat. So true is it that the spirit of a man penetrates all his surroundings. Have this spirit with you, cherish it, and the world will recognize the fact that the educated man is the best workingman in the world. — *Pres. Angell's Address at the State Agricultural College.*

AN educational writer says the habit of accepting without comprehending is perhaps one of the most vicious mental habits to which a pupil can be trained, and every system of education that favors it in so far does positive harm.

To omite studye some tyme of the daye, and some tyme of the yeare, maketh as much for encrease of learninge, as to let land lye sometyme falloe maketh for the better encrease of corne. — *Roger Ascham.*

THE mere learning of languages is like expending one's money for handsome purses. — *Richter.*

IT takes all our learning to be simple. — *Archbishop Usher.*

THE following excuse was sent to the Principal of the Charlotte Union some time ago: "Please excuse me for Being such A fool as to keep my Boy from school to go to the Show to See the young Crows, as he never seen Before. from Mrs. ———."……Teacher: "Mary, dear, suppose I were to shoot at a tree with five birds on it, and kill three, how many would be left?" Mary — four years old: "Three, ma'am." Teacher: "No, two would be left." Mary: "No, there wouldn't, though; the three shot would be left, and the other two would be flied away!"……Two or three academic students recently took some ladies into the Sheffield Scientific School observatory to gaze at the pale moon. One of the latter, observing through the telescope the jagged edge of the orb, exclaimed in raptures, "O, how divine! It looks exactly like Hamburg edging."— *New Haven Palladium*……The State Board of Education in Indiana once asked, in the questions sent out to examiners, "What special preparations have you made for teaching?" An applicant in —— county answered, "I have laid in a full supply of fuel for the winter."……The University *Chronicle* says that some senior, anxious to distinguish himself in a late examination in geology, hung the coal-scuttle on a hook in the ceiling, to illustrate the "position of the coal measures."…… A strong mind is sometimes more easily impressed than a weak one. For example, you can not so easily convince a fool that you are a philosopher, as you can a philosopher that you are a fool …..The word "state" spelled backward is "etats" in French. It is not safe, however, to learn French simply by going back on your English……What should be done to the schoolmaster who planted his pupils up to their necks in the garden beds, and said he did it to mould their characters? …..Why are books your best friends? Because you can shut them up without offending them.

Hints for the School-room.

GRAMMAR vs. LANGUAGE-LESSONS.

A VERY earnest effort is being made to find the best method of taking first steps in the study of language. Scarcely a meeting of teachers occurs, which does not listen to an essay or discussion upon the subject; and frequent articles related to it appear in the educational journals. A recent session of the Massachusetts State Teachers' Association was occupied, in no small part, with this inquiry. At the first meeting, Prof. Agassiz is reported as saying, in effect: "Too much time is spent upon grammar. The living language that is to be spoken is all that is needed." The Rev. Dr. Peabody added, in his address: "English grammar is generally of no use whatever, until a man has studied Latin or French." The next forenoon's session was busied mainly with the hearing and discussion of a paper by a Boston teacher: "Is it advisable to continue the study of English grammar, in its present artificial form? If not, what measures ought to be adopted to secure a more rational introduction to the study of the English language?" It "clearly established," says the report, "that the use of grammar, as taught in our public schools, was [is] nonsensical and harmful in the highest degree." The result was the appointment of a strong committee to draft a scheme of grammar-teaching, and publish it through the *Massachusetts Teacher*. We await their report with much interest, and shall give it to our readers.

Many Western teachers have already taken the new departure, and are assisted by several excellent manuals of "Language-lessons."—Not one of these, we believe, has yet been published east of Ohio. It is quite certain that our progressives are going in the right direction. A little work upon the principles of education will make clear to anyone that acquirement of the facts should precede study of the philosophy of language, and that the best use of grammar as an art comes from the oral lessons of childhood. We commend these hints to the teachers, and shall be pleased to hear from any using new methods.

HIGH SCHOOL EXAMINATIONS.

Sup't Wm. H. Payne publishes the following excellent rules concerning examinations in the Adrian High School, which will doubtless be found serviceable to others:

MONTHLY EXAMINATIONS. — 1st. The examinations (written) held at the close of each month, shall be specially regarded as a test of the pupils' ability to express themselves with promptness, clearness, accuracy and fullness, in a neat, methodical, well-written and correctly-spelled paper. Such a paper shall be marked ten (10.) 2d. The monthly examination shall be estimated as $\frac{1}{4}$, and the average of recitations during the month as $\frac{3}{4}$, in estimating the standing for the month.

EXAMPLE.

Monthly Examination.....9
Average of Recitations.....8.5

$$\text{Monthly Standing} = \frac{9+3(8.5)}{4} = \ldots\ldots = 8.6$$

3d. No re-examination of the month's work shall be granted. 4th. Any pupil falling below the required standing (7.5) for two consecutive months, shall be dismissed from the class in which the failures occur. 5th. Any case of absence from a monthly examination shall be disposed of at the discretion of the teacher in whose class the absence shall occur.

FINAL EXAMINATIONS. — 1st. On leaving a text-book, every class shall be examined on the whole ground gone over. The study shall be taken up by subjects, or parts, the ordinary time of a daily recitation being devoted to the examination of each subject, or part, for as many days as shall be deemed necessary. 2d. The average of the examinations in this case shall be estimated as $\frac{1}{2}$, and the average standing during the study as $\frac{1}{2}$, in estimating the final standing.

EXAMPLE.

Average of Examinations.....8.6
" " " 9.4

$$\text{Final Standing} = \frac{8.6+9.4}{2} = \ldots\ldots = 9$$

3d. No re-examination shall be granted in case of a failure in a final examination.

TERM EXAMINATIONS. — 1st. Examinations at the close of a term shall be conducted on the same plan as the examinations on leaving a text-book, and the term's standing shall be estimated in the same way as the final standing. 2d. No re-examination of the term's work shall be granted. 3d. Any pupil having been absent from a final examination, or from a term examination, shall be examined before proceeding farther. No departure shall be made from any of these rules except by the full consent of the Superintendent and Teachers of the High School.

SPELLING.

1. Rules with regard to the spelling of English are practically almost useless.

2. Whatever tends to cultivate a quick and correct eye tends directly to make good spellers.

3. The test of a good speller is a written exercise where the attention is not wholly directed to the spelling.

4. Recitations in spelling should be written, not oral.

5. The pupil should be held accountable for all errors in spelling wherever occurring. — *Anna C Brackett, in St. Louis Jour. of Ed.*

The following words, given out at a teacher's meeting in Newburg, N. Y., which have become famous through much publication, may be useful in the spelling schools this winter:

Intermittent, heresy, bilious, coercion, ecstasy, clarionet, surcingle, paralyze, licorice, trafficking, suspicion, ellipsis, apostasy, deleble, mortgaging, singeing, skilfully, subpœna, allegeable, ignitible, phosphorescence, jeopardize, ebullition, aeronautic, sibylline, cachinnation, vacillation, bacchanalian, fascination, crystallize, catechise, trisyllable, tyrannize, apologize, gauging, saccharine, hemorrhage, rendezvous, Fahrenheit, Galilean, Sadducee, erysipelas, hieroglyphics, apocrypha, daguerreotype, idiosyncrasy, canaille, cannibal, mignonette, kaleidoscope.

APPARATUS.

Do not wait for School Boards to buy your apparatus; they, more than likely, will never do it. You have a business; that business, like every other, requires that capital should be invested in serviceable stock. The teacher's stock in trade is books, apparatus, cabinets, etc. The more you invest in these, the larger business you are likely to carry on. If you are too niggardly or extravagant to put any money in your business, you need not expect people to invest much in you.

You could present no stronger recommendation to any school board than that you have accumulated abundant and serviceable material for the illustration of Chemistry, Natural Philosophy, Physiology, etc. — The expense of all this would soon be canceled by the increased salary it would enable you to command.

It is singular that teachers possess so little business power and tact as not to have learned and put into practice a simple business maxim which would prompt them to keep their capital so invested as to build up their own business. — *National Normal.*

NINE GOOD RULES.

1. Make the school-room duties pleasant; conduct them with animation and cheerfulness.

2. Take an interest in them, and treat everything connected with the school with dignified importance.

3. For young scholars, the class exercises should not be kept up longer than interest is maintained.

4. Idleness should be sedulously avoided. A programme of recitations and studies, furnishing uninterrupted employment during each session, is indispensable to a well regulated school.

5. Great care should be given to assigning lessons; if too long, they discourage the learner; if too short, they encourage idleness.

6. Emulation is a valuable aid if judiciously employed, and may be used in a great variety of ways.

7. Patient, persistent effort will accomplish your object, remembering always that education is a process of growth, and time is an essential element in it.

8 Cheerfulness and confidence are lights that blaze, giving a glow of animation and activity, while a fretful spirit begets uneasiness and impatience in others.

9. Frequent threats of punishment, and habits of fault-finding are seldom attended with good results. — *Quebec Journal of Education.*

THE origin of all weights and measures in England was derived from a grain of wheat. According to the old statute, thirty-two grains, well dried, and gathered from the middle of the ear, were to make one pennyweight, twenty pennyweights one ounce. It was afterward thought better to divide the pennyweight into twenty-four equal parts, called grains. William the Conqueror introduced into England what was called Troy Weight, from Troyes, a town in the province of Champagne, in France. The English were dissatisfied with this weight, because the pound did not weigh so much as the pound in use at that time in England. Hence arose the term *Avoir du poids*, which was a medium between the French and the ancient English weights.

SCHOOL policy is aptly expressed by Jacob Abbott: "When you consent, consent cordially. When you refuse, refuse finally. When you punish, punish good-naturedly. Commend often. Never scold."

Current Topics.

ONE of the duties nearest to the hands of school boards, superintendents, teachers, pupils, and friends of education in this State, is relief for those who have been deprived of one of the most precious of human boons — the means of public education The desolating fires of last autumn did not spare the school-houses or their contents. In the city of Holland, everything was swept away. The schools there had become the pride of the place, and were going on most prosperously. The inhabitants are too much impoverished by the scourge to make good the loss. Schools have been reopened, but with insufficient accommodations, and a reduced corps of teachers Principal Miller writes, in reply to a note of inquiry: "Our number of pupils remains comparatively undiminished, and in our present condition we can not do any sort of justice to our children and youth. Besides this [the want of teachers], we need other things about our schools, that seem almost indispensable, and which we must do without, unless other schools, more fortunate than we, and abundantly able, will aid us." The schools of Huron and other counties have also suffered, and aid in restoring them is called for. We venture to suggest that in all the schools of the State, a collection be taken on the 8th of January (a memorable anniversary), for the purpose indicated. Schools having unused apparatus, or spare library or text-books, may well give them. Contributions may be sent direct to Prof. L. C. Miller, Holland, and to O. C. Thompson, General Agent of the State Relief Committee, Port Hope, Huron county.

THE State Teachers' Association is in session in Detroit as we issue this number, and we hope with undiminished numbers and interest. Some of our modest friends have little faith in these meetings, seeming to think that only they are benefited who take the floor for some active participation in the proceedings. But we have a very decided conviction that the member most profited is he who keeps his seat throughout, attends every session with open mind and note-book, and eagerly seizes upon and holds to whatever may help him in the work. He can not fail to return to his field of duty stimulated and informed. President Doty has shown his usual ability in the organization of this meeting, and in advertising it widely. The names and themes on the programme promise a session of uncommon and permanent value; and it is pleasant to be assured, quite positively this time, that the papers and discussions will early appear, in pamphlet form. In the hope of this we shall waive the full report to which we intended to surrender the next number. The usual abstract will appear, however.

THE *Western Presbyterian* boils down a good argument for compulsory attendance, in the following notice of our recent enactment:

"At the first sight, the new Michigan law may seem a harsh one, and in not a few instances it has met with strong opposition. It is urged that it takes away the liberty of the subject, and, in having educational laws enforced, it makes education itself undesirable, and even repulsive. But, in reality, it may be asked: Is not the State bound to protect itself? Ignorance, through the want or neglect of proper training in schools, is found, as all statistics show, the prolific source, or at least accompaniment, of all vice and crime. Judging from the fact that so large a portion of the inmates of the prisons are uneducated and ignorant, it would seem as if the want of a suitable education were the occasion, or at least the promoter, of evil and of all violation of law. If, then, schools are founded for the improvement of society, and if every community is found to be better for them, should not the State declare and enforce the declaration that the young shall enjoy these privileges, and thus have, as far as such schools can go, healthful influences and associations thrown around them? Is it really any unkindness to enforce upon a family or community the means of advancing their best interests? Rather have the children go to such schools When there are parents whose ignorance is so besotted, and whose appetites and pursuits are so sordid, that they will not allow their children to attend such schools, let the strong hand of law compel them, and the State will yet find, we believe, that it was gain for it to do so."

A PROMINENT Indiana educator, who has his eye upon the work in several States, recently expressed his surprise at the amount of printer's ink used in Michigan, in furthering the cause of education. The remark receives new illustration in the late decision of the Faculty of the State Normal School to carry out the long-mooted project of establishing an organ. The new journal takes the name of *The School Observer*, and is printed in quarto form, like the University *Chronicle*. It will, we presume, be largely occupied by the essays read at the Faculty meetings and by news from the classes heretofore graduated. So far as we are informed, this enterprise is unique in the history of normal schools, and we cordially wish it success.

THE *National Normal* gives a stirring call to the "educational papers which mold and make sentiment," — THE MICHIGAN TEACHER, among others named, — to define their position as to "tobacco and whisky, and other vices which are altogether too prevalent, consequently too respectable, and consequently too popular in our profession." Upon this subject our trumpet shall give no uncertain sound. We have not the least doubt that every habit mentioned by the *Normal* is rightly designated as a vice, and believe that abstinence from each and all should be among the conditions of a teachers' certificate. A good remark on this topic will be found in Mr. Mayhew's article.

WE HAVE space in this number only to call attention to a noteworthy proposition of Prof. Gercke, of New York city, for the re-organization of public instruction in this country. His leading idea, in brief, is that the whole nation should co-operate for the founding of a thorough system of education, from kindergartens to universities. We shall notice more fully next month.

THE project of securing pensions from the local or general government for superannuated or disabled teachers, is worthily attracting attention here and abroad. Reference has, in several cases, been made to a late report of the Minister of Public Instruction for the Province of Quebec, where, as also in the Province of Ontario, provision for such pensions is made by law. From the "List of Pensions awarded to Superannuated Teachers," published in this report, it appears that over one hundred and seventy teachers were pensioned in 1869. Two of these had taught for twenty-two years, five for twenty, and thirty-three for fifteen or more. Had they not richly earned the pittance doled out in their old age?

In Sweden a more liberal provision, in some respects, is made. Teachers sixty years old, who have served for thirty years, or are afflicted with incurable diseases, are granted a pension amounting to seventy-five per cent. of their salary. The allowance is somewhat less, if the teacher is only fifty-five years old, and he must have served at least twenty-five years. But the conditions of this grant should be disability and valuable service, not age and mere length of service. The government makes no distinction of age in alloting army and navy pensions; and we have in mind at least one young teacher who has broken down at twenty-five, after earning an allowance for her retirement as fully as any soldier or sailor.

Norway makes generous provision for the schoolmaster, while in service at least. In addition to his regular salary, a moderate piece of land is set apart for him to cultivate; and one teacher in each district, if no more, is provided with a dwelling.

We learn from late numbers of *The National Schoolmaster*, published in Manchester, England, that the National Union of Elementary Teachers is at work upon this question of pensions, and earnestly calls upon educators in every part of the kingdom to aid their efforts. A National Pension Association has also been formed, and is actively agitating the subject through county secretaries and otherwise. A correspondent of the *Schoolmaster* points out that dockyard laborers, policemen, letter-carriers, and other public servants, are provided for by the government when past efficient service, and pertinently asks, "Why is it that the instructors of the rising generation are to be left to the cold comforts of parish accommodations and sympathies? Can it really be that their office is considered so mean and contemptible when compared with some of the above-mentioned functionaries?"

The American people have ascertained, within a year or two, that they have much to learn from the "effete despotisms of the Old World," in matters of education. We hope the facts we have enumerated will be remembered in the States and territories to which the TEACHER goes, and be early pressed, with the short and easy argument for granting such pensions, upon the attention of the several legislatures.

OUR readers will have the goodness to excuse the faults they observe in this number. We have been in the Valley of the Shadow for many days.

Literary Matters.

BOOK TABLE.

THE issue of this number at the holiday season suggests to us the notice of a number of miscellanous works which have accumulated, and we postpone the examination of strictly professional books to next month. Especially appropriate to the time, we have Dr. CROSBY'S *Jesus: His Life and Work* (University Publishing Company, New York), and the Rev. H. W. BEECHER'S *Life of Jesus, the Christ* (J. B. Ford & Company, New York), both in handsome octavos, beautifully printed, and abundantly illustrated with engravings and maps. Tne former is evidently a collection of the author's discourses to his congregation, but clings closely to the fact, and evolves but little, comparatively, from the imagination. His work differs remarkably from books like ELLICOTT'S *Historical Lectures on the Life*, in the meagreness and infrequency of the notes. The style and arrangement of the text, however, are worthy the eminent scholarship of the Chancellor, and the volume may well be added to the choicest collection. Mr. BEECHER has written a prose-poem. His doctrine of the Divine in the human may be at fault; he may be a "Patripassian-Monarchist," or what not; but herein he has given to the world a treatise of surpassing beauty and interest, the long labor of his love, the ripe fruit of a wonderfully rich life. The first chapter, "The Overture of Angels," has been in print before, as an illustrated Christmas book. Only a part of the *Life* is now given, making this the costlier book. Another volume, we believe, is to finish the work.

The "Boston Lectures" of 1871 have been collected in a neat volume under the title, *Christianity and Skepticism* (Congregational Publishing Society, Boston). As the name suggests, they are mainly discussions of questions in Biblical criticism; and they present statements of the leading controversies down to very recent dates. The great and venerable names of Drs. HOPKINS, TYLER, THOMPSON, PHELPS, BACON, and others, have contributed to the collection. There is a good deal of strong, as well as elegant, writing in this book; and we commend it to all thinkers as an exercise in dialectics, as also a means of grounding or fortifying themselves in the faith.

Religious Denominations of the World (Wm. Garretson & Co., Columbus, O.) embodies a great many curious and interesting facts concerning nearly two hundred sects of the Christian, Jewish, and Mohammedan names, with some notices of Pagan beliefs. We regret to see that the body of it, like many other subscription books, is printed from old and badly battered plates. An

appendix, however, exhibits fresh typography, and adds valuable matter.—The book is in small quarto, tastefully bound, and ornaments the table finely.

We have long hoped that studies of the beautiful would get into the schools. A little instruction in the first principles of taste and the distinction of colors, during our secondary stage, would have proved more valuable to us, in heightening and refining the enjoyments of life, and mingling the *dulce* with the *utile*, than all the school grammar and geography so tediously learned. We welcome, therefore, very cordially, such books as *Æsthetics: or the Science of Beauty*, by Prof. JOHN BASCOM, of Williams College (Woolworth, Ainsworth, and Co., Boston). Its avowed object is to promote the culture of taste — a thing greatly to be desired, in our materialistic time and country. The several chapters treat of the sources and conditions of beauty, symbols of expression, faculties discerning and principles controlling beauty, with discussions of Painting, Sculpture, Poetry, Architecture and Landscape Gardening. We should like to see chapters on the other Fine Arts — Music and Eloquence — added in another edition. There is a sound argument against "nude art," and the brief dissertations are well written throughout. The study of this book may be succeeded judiciously by taking up *Art: its Laws, and the Reasons for Them*, by SAM'L P. LONG, (Lee & Shepard, Boston). This is a more advanced and elaborate treatise, with a wider scope.—The principal essays are on personal beauty, different classes of painting, invention, composition, design or drawing, chiaro-escuro, color, and the great great masters in the various schools and branches of art. We have found in them much to commend, and little to condemn. The plates display some of the most exquisite engraving we have seen in an American book.

The twentieth edition of WILSON'S *Treatise on Punctuation* (Woolworth, Ainsworth & Co.) presents nothing that we do not find in the seventeenth, but is better bound, and printed on tinted paper. It is always a valuable hand-book, and may well be studied in the higher schools, as it has been, to some extent. But why not give us an edition thoroughly adapted to American practice — prepared, say, by the proof-readers for Fields, Osgood & Co., or of Harper & Brothers?

MINOR NOTICES.

Prof. Geo. S. Morris, of Michigan University, makes his *debut* in literature, we believe, as the translator of Ueberweg's History of Philosophy, the first volume of which has just appeared, from the press of Charles Scribner & Co. in a portly and beautiful octavo, which we shall notice more fully soon. It is the initial book of a *Theological and Philosophical Library*, a series of text-books for colleges and theological seminaries, to be edited by Drs. Schaff and Smith, and published by this firm. We learn that their *Illustrated Library of Wonders*, twenty volumes, has been supplied to every public school in Detroit.....Ex-President Mahan, of Adrian, is reputed to be writing an elaborate work on the history of philosophy.....Prof. Winchell, of the University, is writing essays on God in Nature for the *Sunday-school Journal*, which

can not fail to be interesting and valuable.....The Detroit *Weekly Tribune*, during 1872, will contain a Department of Educational Intelligence, conducted by Supt. Doty, of Detroit. We congratulate its readers.....Prof. Ingham, late of Charlotte, has become sole editor of the *Nebraska* (Seward) *Atlas*..... Recent books include Swinton's *Word-Analysis*, Cathcart's *Youth's Speaker*, Nicholson's *Text-books of Geology* and *Zoology*, Williams's *Parser's Manual*, Lossing's *History of England*, Haswell's *Book-keeping by Double Entry*, Jepson's *Elementary Music Reader*, a *Grammar-school Hymn-book*, a pamphlet on *The Higher Education*, by the Rev. A. B. Muzzey, and *The Educational Yearbook and Teacher's Almanac for* 1872.....A curious book has been published abroad, entitled *Educational Places of Amusement in London*.....The Harpers are going forward with a novel enterprise — the publication, in small volumes, of *Shakespeare's Plays*, with notes, for schools.....Wilson, Hinkle & Co. announce, for early publication, Venable's *School History of the United States*, and Thalheimer's *Ancient History*.....The New York Mercantile Journal Company offer a premium of $2,500 for the best elementary treatise on political economy, for public schools.....Lee & Shepard send *Oliver Optic's Almanac for Boys and Girls*, which is prettily made up, and contains some capital stories, with much useful information.....No literary magazine in the country gives more attention to topics of education than *Old and New*, the Boston monthly, which promises vigorous and long life. One or two numbers have been almost entirely occupied with them, and it is otherwise remarkably well filled. Its Record of Progress is an admirable feature..... We have the following, from Prof. Moses Coit Tyler, of the State University, concerning one of the most valued of our exchanges: "I have been a reader of *The Galaxy* from the first number to the present time, and have always found it both amusing and instructive. Perhaps it is the most vivacious of our magazines. Certainly it embraces a wide and versatile range, both in matter and treatment; while its chapter devoted particularly to science is an uncommonly careful record of progress in that department, and is of great value to all, especially to all teachers, who would keep abreast of the time .....*The Lakeside Monthly* makes special appeal to Western readers, because published in Chicago. The January number is a beautiful specimen of typography, and possesses historic interest, being wholly filled with articles on the Great Fire.....The serial publications of the Adams, Blackmer & Lyon Publishing Company have been resumed in handsome style.

WILSON, HINKLE & Co.'s *Illustrated Catalogue* has been received. To those of our readers who are wont to think New England still stands far ahead of the rest of the country in educational matters, we would commend an examination of this Catalogue, which may be had on application to the publishers at Cincinnati. Printed in the most beautiful manner, containing the names of some of the very best publications now before the public, and covering almost the whole ground of instruction, except the classics and foreign languages; this little book is a fitting exhibit of that peculiar enterprise and tact which have enabled the publishers, with true Western enthusiasm, to enter the lists with, and so soon rival, our old and long established houses in the East. — *Rhode Island Schoolmaster*.

Educational Intelligence.

MICHIGAN.

THE ladies at the University number 65 — 28 in the Literary, 35 in the Medical, and 2 in the Law Department. The oldest is 41, the youngest 16 years of age; average, over 25. Prof. Tyler says the best Greek in the undergraduate classes is a woman, and adds of a tall Kentucky girl named White (known among the students as *Longa Alba*) that she readily solved a problem in mathematics which has regularly balked every other class at its annual examination for fifteen years. Fears in regard to the safety of the new university building, from the weight of the proposed dome, have been allayed by the careful calculations of Prof. Wood, published in the *Chronicle*. The dome will not be built until spring, to give time for the walls to settle. .....President Angell, in his address at the Agricultural College, gave Michigan the credit of having expended more money on school-houses than any other State in the world, in proportion to its aggregate wealth. He also said that our Agricultural College is indisputably at the head of all similar institutions in the country. "They will have to come here and learn how agricultural science can be taught." We have too long delayed to notice the formation of a promising religious society by the students, called the "College Christian Union."..... The annual report of Jas. M. Sprout, principal teacher at the State Reform School, exhibits gratifying progress. The boys now in the school are all studying reading, writing, and arithmetic, and 61 of them geography.....The *Michigan Almanac* for 1872 notes the following names of new County Superintendents: Antrim—L. M. Kanagy, Antrim; Emmet—H. Ingalls, Bear Creek; Missaukee—M. D. Richardson, Traverse City. W. H. Little, of Port Huron, is now Superintendent for St. Clair: and E. P. Ladd, of Old Mission, has been appointed for Grand Traverse Co. The Superintendents meet in Port Huron during holiday week. We have no programme.

ALLEGAN COUNTY.—Supt. Latta reports 11,550 children of school age; enrolled in the schools, 9,072, or 78 per cent. Nine new districts were formed during the year. Directors' visits, 440, against 378 last year; Superintendent's visits, 240. Defects in the district library system and the text-book business are well pointed out, and a good plea made for the three-term plan.

ALPENA.—The Alpena Union has received $500 worth of library books, and is about to buy a valuable lot of chemical and other apparatus.

BARRY.—The union school-house at Hastings was burnt on the 4th ult. A part of the books, maps, and charts was saved. Insurance only $3,000.

BERRIEN.—St. Joseph votes $10,000 more to finish the new school-house. It will be one of the finest in Western Michigan.....Misses Allie Ward and Alice Phelps have resigned their places in the Niles Union, from ill health. The former had been longer in service in this school than any other teacher connected with it, and has served very ably. The school is highly prosperous, under the management of Principal Gregory.....A fine new school-house has at last displaced one of the worst old rattletraps of our recollection, in the Spear district, Lincoln.

BRANCH.—A Quincy teacher recently opened a district school in a neighboring township, and formed 28 classes with 26 pupils the first week.

CLINTON.—Supt. Mudge reports for a part of the year. Several new school buildings have gone up, and nearly every district now has a good house.—Superintendents' visits, 172; Director's, 331, against 222 in 1869. Parental visitation has much improved. Ten per cent of all candidates for certificates have been rejected. Deficiencies in spelling are especially noted. The average per cent of standing of teachers of all grades is 85.

GENESEE.—The movement towards a uniformity of text-books is working well. The list recommended has been adopted in many districts.

HILLSDALE.—The ladies of Hillsdale College support a good reading-room.

HURON.—Fourteen school-houses, having a total value of $6,105, were destroyed by the autumn fires. 751 children are thus without a school home.

INGHAM.—Okemos is taking steps to build a two-story brick school-house, worth $6,000.

IONIA.—The County Teachers' Association was fully organized at Ionia on the 15th and 16th ults. Evening lecture by Duane Doty. Next meeting at Saranac Feb. 22–24. The principals of the Ionia, Portland, Pewamo, Saranac, and Smyrna schools were appointed to report a list of text-books for recommendation throughout the country. Supt. Hutchins has high hopes of the movement.

IOSCO.—The pupils of the Tawas City Union sent a box of clothing to the children of the Port Hope schools, rendered destitute by fire.

JACKSON.—Seven candidates competed for the West Point cadetship in the gift of Hon. Austin Blair. Alex. S. Bacon, of Jackson, was the first choice of the committee; C. B. Van Slyke, second; L. Fleming, third.

KALAMAZOO.—Supt. Rood reports an increase of 600 in the school-census during the year. Total number, 10,080; in school, 8,033. 104 teachers, of 132 applicants, received certificates. Schools in excellent condition. Compulsory law not very popular in the country, but has some effect.....An elegant $25,000 school-house was dedicated at Schoolcraft on the 4th ult.

KENT.—A report favoring the reduction of school hours in the Grand Rapids Union from five to three per day, has been accepted by the school board.

LENAWEE.—Supt. Stearns publishes a terse and practical address to his teachers, which we may use hereafter. His report of five months' work indicates active service. He held four five-day institutes, with an attendance of 120; and visited 125 schools. 25 out of 69 teachers were rejected on examination. Two certificates revoked. He uses term reports and cards of honor.

MIDLAND.—The Midland Union has had a first-class sensation. A general rebellion against the rule forbidding whispering was organized, when the Principal promptly suspended a dozen of the larger offenders, and thoroughly disciplined the remainder.

MONTCALM.—The Greenville school director is reported in the papers as feeling delicate about putting the names of married women of school age on the census-roll as school children.

MUSKEGON.—A good County Institute was held in Muskegon, at the call of Supt. Stowell, on the 2d ult.; 50 in attendance. The County Teachers' Association held a meeting at the close, and elected Supt. S. President.....Prin. Curtis, of Muskegon, delivered an eloquent oration at the late reunion of the Twenty-fifth Michigan Infantry, of which he was a member.

OTTAWA.—The Grand Haven *Herald* says: "We understand from the superintendent of our city schools that the method of publishing the names of scholars who are prompt in attendance, is having an excellent effect on the

discipline of the schools, and is promoting a laudable ambition.....Ex-Supt. Taylor makes a good report of the Spring Lake Union, which he conducts.

ST. JOSEPH.—Another teacher has been added to the Mendon Union, making five in all. Many non-residents are attending.

VAN BUREN.—It is always gratifying to make such a record as this of the teachers of the Paw Paw Union: Prof. Harrower is in his fourth year there, Mrs. Pugsley, Misses Thompson, Obocock, and Munger, in their fifth; and Mr. Earl and Miss Gray, in their second.....Mr. W. F. Kent has taken the South Haven Union, *vice* Louis H. Roberts, resigned.....Columbia is to build a school-house shortly.

WAYNE.—A school of design, with instruction by resident artists, is being organized in Detroit.....Dr. E. W. Jenks, Professor in the Detroit Medical College, has also accepted a professorship in Bowdoin College, Me., and will divide his time between the two institutions.....A large party from the State Normal School recently made the tour of the principal schools in Detroit, and was entertained at the Russell House by the Board of Education.....A well informed correspondent writes that not more than ten per cent of the teachers of the county take an educational journal. He adds: "If such a state of things can not be remedied otherwise, there should be 'An Act to Compel Teachers to Take and Read an Educational Journal" passed by the Legislature, and *enforced*, too!.....The County Teachers' Association met at Dearborn Nov. 30, with 35 to 40 in attendance.

OTHER STATES.

The Commissioner of Education has prepared a collection of statistics setting forth the relations of education to crime, as shown in the New England states. It appears that 80 per cent of the criminals in those states have no education, or not enough for any useful purpose; 80 to 90 per cent have not learned any trade, or mastered any skilled labor.....Yale and Cornell have organized something like schools of journalism, the instruction being chiefly in political economy, ethics, and the outlines of law, general literature, and history.....One of the colleges (we are not advised which) offers a prize of $80 for excellence in physical training and care of the health.

ALABAMA.—The State University opened in October, with sixty students. .....But little is doing in the freedmen's schools, as the school fund of the State is almost exhausted.

CONNECTICUT.—Hartford police have returned 450 truants to the schools within two months.

ILLINOIS.—The Industrial University at Champaign, of which Dr. John M. Gregory is President, has 320 students.

INDIANA.—The State University has the largest Freshman class of any college in the West, except Michigan University.....In Owen county, school trustees deduct fifteen cents a day from the wages of teachers who do not attend institutes.

MAINE.—An evening school is proposed by the Y. M. C. A. of Portland.

MASSACHUSETTS.—The Legislature has appropriated $75,000 for a fifth Normal School, to be located at Worcester.

MINNESOTA.—Rochester, with only 800 pupils enrolled, has a school-house worth $85,000. Fourteen lady teachers in it are graduates from normal schools, receiving $500 to $1,000 per annum.....This young State has three normal schools, with an attendance of 1,131.

MISSISSIPPI.—Teachers' wages are fixed by law at $90, $70, and $50 per month for the several grades, though contracts may be made at lower rates.

Schools are graded also. Each county is a district, with sub-districts. Directors are paid $3 a day for time employed, with mileage.

MISSOURI.—Gov. Brown's annual message says the county school fund is $3,597,084. Whole number of schools 6,164, 210 colored. No. of children taught, 323,164; of school age, 627,293.....The State Superintendent will re-examine all teachers holding State certificates issued before Jan. 1, 1871, by reason, in chief, it is said, of "the very general and well known contempt in which these certificates are held."..... The Missouri School of Mines was recently naugurated with appropriate ceremonies, at Rolla.

NEBRASKA.—The State University, at Lincoln, has a hopeful future, with its endowment (in lands) of nearly a million.

NEW JERSEY has established a reform schools for girls.

NEW YORK.—A very serious difficulty in the schools at Hunter's Point, Long Island, originating in the Bible question, has been compromised by the return of expelled Catholic children, and allowing them to sit in another room during the devotional exercises.....Fifteen or twenty adults in Syracuse promise to attend the evening school started by the Board of Education.

NORTH CAROLINA proposes to put sewing machines in the public schools.

OHIO.—No child enters Cleveland schools without a vaccination certificate.

PENNSYLVANIA offers collegiate education substantially free. Within 100 miles of Philadelphia, three excellent colleges give gratuitous instruction.

RHODE ISLAND.—The School Committee of Providence instruct a special committee to report on 'absenteeism,' and prepare, if advisable, a compulsory law for consideration by the next General Assembly.

SOUTH CAROLINA colored schools suffer from the Ku-Klux. Of 26 schools in York county a year ago, every one is closed by their infamous acts.

TEXAS.—The new free-school law is working well. Wages for teachers are $110, $90, and $70, according to grade; principals, $125 to $150. Examinations are very rigid, and many applicants fail.

VIRGINIA, reconstructed, has put 2,800 public schools in operation.

WYOMING.—Golden City is building a $20,000 school-house,

FOREIGN.

AFRICA.—A negro chief at Monrovia sends ten boys to the school, and has offered to build a chapel and school-house at his own expense.

BRAZIL closely follows the beginning of emancipation with a call for better education, and active agitation for a common-school system has begun.

CHINA has appropriated $1,500,000 to educate a number of young men in the language and laws, the manners and customs, of the United States. 30 are to be sent each year — to Yale College, it is thought.

EGYPT.—The Khedive has organized a female seminary, in which young ladies will be taught without the veil. This is progress, indeed.

FRANCE has established compulsory education in several departments.

GERMANY ordains compulsory school attendance in Alsace and Lorraine.

GREECE.—An illiterate butcher of Athens has lately bequeathed $50,000 to the National University in that city.

ITALY is establishing an efficient system of public instruction. A congress of teachers was lately held in Naples, and many radical measures proposed — cleanliness among others, for the benefit of the lazzaroni in the schools.

JAPAN asks our Commissioner of Education to prepare it a school system. A Pennsylvania firm has sent fifty cases of slates to that country.

Publisher's and Advertising Department.

TWELVE pages of new advertisements appear in this number.—All are worthy of a careful reading. The well-known firms of Wilson, Hinkle & Co., Ivison, Blakeman, Taylor & Co., Scribner & Co., Woolworth, Ainsworth & Co., and Hurd & Houghton, set forth in good style the merits of their text-books; the publishers of the great *Unabridged* present the compliments of Vice-President Colfax to "the best;" the famous Normal School at Lebanon, Ohio, has a page; Prof. Putnam's *Elocution and Oratory* receives fitting notice; and Messrs. C. C. Chatfield & Co. advertise their *Spectrum Analysis*. It will be difficult to go through this list without finding something to order.

PROBABLY others think, with us, that quite enough compliments to the TEACHER have been reproduced here; but we are confident that they will excuse just the following, from the distinguished writer of historical text-books, John J. Anderson, of New York City:

"There are three or four really excellent School Journals in this country, not the least excellent of which is THE MICHIGAN TEACHER."

And this, equally voluntary and unexpected, from that veteran educator, elocutionist, and author, Prof Worthy Putnam:

"You can hardly know how much I enjoy the reading of THE MICHIGAN TEACHER. It is clean, clear, judicious, and most instructive — instructive even to me, a man of sixty years, and not in the educational work. I do not see how any teacher in the State can possibly get along without it. It should be used by them as a hand-book, a *sine qua non*."

The spicy and vigorous *National Normal* also gives the right hand of fellowship, in a cordial notice. One of the standing questions of Sup't Kellogg, of Van Buren, in his searching term report, is, "Are you a subscriber for THE MICHIGAN TEACHER?"

WE want several files of the TEACHER for 1871, and will send free for '72 to anyone sending us such file, postpaid. But write first: we may get more than we want. *The Country Teacher* will be sent for any two Nos. of Feb., Aug., Sept. or Dec. dates. We shall also take pleasure in completing files for those who wish to bind.

IT takes but a dollar, with a trifle for postage, to bind any volume of the TEACHER. Send orders to us.

THE MICHIGAN TEACHER.

Volume VII. . . . . NILES, FEBRUARY, 1872. . . . . Number 2.

PROCEEDINGS OF THE MICHIGAN STATE TEACHERS' ASSOCIATION, SESSION HELD IN DETROIT, DECEMBER 27-29, 1871.

[NOTE.—Soon after the publication of our January number, it was determined to publish the proceedings in the TEACHER, and we are happy to present a full report, instead of the abstract proposed. In its preparation, we are largely indebted to the reporters for the Detroit dailies. Thanks are also due to the readers of essays, for the full text of their papers.]

WEDNESDAY EVENING, 27th.

THE Association met in St. Andrew's Hall, with a good attendance of teachers and visitors, and was called to order by President Duane Doty.

Prayer was offered by the Rev. C. C. Yemans, of Detroit.

The President announced that his address of welcome would be postponed to the next morning.

Prof. A. A. Griffith, of Ypsilanti, was introduced, and proceeded with an address on

PRACTICAL ELOCUTION DEFINED AND ILLUSTRATED.

He said he had few new ideas to advance or new theories to present, though his present ideas and theories differ materially from those formerly entertained by him. He was still the friend of elocution, though some of the conceit had been taken out of him, upon coming in contact with elocution in business, on the platform, and in everyday life.

Elocution is the outward expression of inward thought or emotion, either by word, look, gesture, expression of the features, or a combination of all these. Some men speak and act naturally, as children do: others are taught to restrain their emotions, not to show, by word or look, the feelings of their hearts upon any subject. All our thoughts

are not alike: hence one tone or expression is not appropriate for all. There must, then, be various methods of expression and degrees of force, etc., inculcated in early years. Our education is faulty if it does not educate the student to give proper expression to the thought he possesses. The study of elocution may be often overdone; but better this than not to be done at all. We need grand thoughts, and then elocution to express them. It is useful in business, as well as upon the forum or platform — in all the walks of life, and in every profession — and it behooves the teacher to see to this early in the attendance of each pupil in the school. Teach the children, in the very beginning of your teaching, to stand well, and to gesture well. A good personal address is elocution. There are few students — few men, indeed — who can stand at ease upon the platform or before a multitude. This, then, is one of the first things, and the thing most requisite, to be taught But no master of the grand art of gesticulation can compare his performance with the simple, elegant motions of the child.— Some simple methods were given of inculcating these views, and of instilling into the minds of pupils, almost as if by magic, the knowledge of accent, emphasis, inflection, etc., and this, too, without perplexing or confounding them with any hard terms or definitions. There is a way to lead and direct the class, by a few moments' exercise each day, towards a full and natural understanding of all the important principles of elocution, and their relation to reading and speaking. The teacher should be ready with a few sentences to give the pupil, if he has not his piece perfectly committed. He will soon gain confidence, and become, if not an enthusiast, a successful elocutionist.

A man that addresses the masses must have the art of elocution to be successful. There is no art which equals it. Sculpture, painting, are not to be compared with it. Nothing so appeals to the human soul as the highest form of this art. Many have become great orators from practising on one line or passage only, until they compassed the gamut of sound as readily as the trained musician reaches his highest notes.

The lecture was happily illustrated by several recitations, and closed with some performances in ventriloquism.

The programme for the next day was announced, and the Association adjourned to 9 A. M.

THURSDAY MORNING, 28th.

Prayer by the Rev. John M. Arnold, of Detroit.

President Doty delivered an

ADDRESS OF WELCOME.

He expressed his pleasure at this opportunity of extending the hospitality of the professional teachers of the metropolis of the State to their co-laborers and fellow-teachers from other sections. He hoped that their meeting might be pleasant, and as profitable as has been

usual at former meetings of the Association. The beneficial effects of organization are visible in all directions of effort, and the cause of education is receiving similar benefit from the same source. In commerce and politics, even in religion, thorough organization brings results that affect us most profoundly. As individuals, we can contribute our mite and add, even though it be little, to that which will soon be the inheritance of another generation of teachers. I am gratified to see organizations of teachers springing up all over our State. As the parent organization, we should encourage them in every way: it will strengthen us, and enlarge the field of our usefulness We are soldiers in a grand army, and our work is in the interests of civilization, a civilization that has for its object the bettering of the great masses of our race. In the language of Prof. Reid, "the generations of mankind are passing over the earth swiftly, one wave of them after another breaking on the shores of eternity. But it is not like the wild waves of the sea, that leaves no more than a little foam or a few weeds on the barren sand. The generations of men fall rather like the leaves of the forest strewn by autumnal wind; but, as they perish, they leave behind them on the soil a fertilizing power, from which other trees grow to live in the light of other summers, and to battle with the winds of other winters." Again I welcome you in Detroit, and trust your meeting will prove a pleasant and profitable one for all.

Prof. I. M. Wellington, Principal of the Detroit High School, next read a paper entitled

THE TEACHER'S IDEAL.

The following suggestive and touching story is somewhere told — if memory serves me rightly — of the great Danish sculptor, Thorwaldsen. He had just completed a masterpiece, which fully satisfied him, and perfectly embodied his grand ideal. A friend found him before it weeping, to whom Thorwaldsen, with unutterable anguish, exclaimed, "Alas, I shall never have a great idea again!"

Herein lies the gist of what is offered you in the hour now passing. At the outset, you remind me that I can say to you nothing very new. The feeling, deep and strong, that I am speaking to my superiors and peers, can but underlie all my speech. Teaching will not round into perfectness nor die with any man, with any age, with any nation. Upon the subject of public instruction, at any given time, and in a general way, or survey, as the rank and file of teachers find it and have to deal with it, little absolutely new, and at the same time useful, can be said to live, enthusiastic teachers, hungry for professional knowledge and skill, backed by a fair and wisely garnered experience — an experience measured by practical knowledge verified and gained in the harness, not merely by school or calendar years spent in the school-room. I say the rank and file of teachers; for a few pioneers in — shall I stretch the present desire of all earnest teachers to the future, may be, and say — our profession? — with unusual fitness and appliances or

positions, can push out by imagination and verifying experiment into the unexplored regions of the as yet only God-written science, and bring us fresh, instructive, and quickening contributions of knowledge — as Tyndall in heat, light, and sound, as Huxley in biology, as Beale or Roscoe from the microscopic or spectroscopic world, as Agassiz from the animals and the rocks, or superintendents in large cities and high places, who ought to come with professional cream, daily skimmed from school-rooms by the hundred. But the ordinary teacher, devoted to his work, can not do like these and such as these. He can only offer the little he has, and pray with fervency and faith. "God prosper them and reveal to them His truth. God prosper us, and teach us the right meaning and use of the truths they bring us, and help us to hold fast to everything, old or new, which will make our calling what it should be. To this end, make us clear-headed, courageous, and wise, and energize us by some fitting and tenable IDEAL."

Aside from the fact that the law of our being and its most efficient working calls for some such ideal; aside from the fact that this is made necessary by the fact that our calling is not a profession, but only an orderless mass of higgledy-piggledy traditions, usages, routine, and ceremonies, without leader, authority, law, or creed, or any well defined and uniformly accepted principles, or any bond of union; — some well-grounded, yet broad and noble aim is made specially necessary by a brief outlook at surroundings and affairs within and without our calling. Around this edifice of time-honored traditions and usages are inherent and external signs of change. These cause many to feel and prophesy that this calling approaches a transition state. A battle-cry of "new education" is even now sounded. At any rate, the air is full of questions. All of these more or less affect, and ought to affect us. The asking and the answering may even shake the old foundations. It behooves every genuine teacher, upon whom the weal of public instruction mainly rests, to look these questions calmly, squarely, intelligently, and impartially in the face; to see what ought and must go by the board, and what should rightly stand; to bid a graceful good-bye to the comparatively useless, senseless, and hurtful in vogue among us, no matter how venerable; to welcome heartily, to use what is unmistakably good. With feelings of respect or reverence only do I name some of these disturbing elements. It seems to me we can not even partially separate the tares from the wheat, wisely and for our own guidance solely, by speech whose animus is sarcasm, irreverence, egotism, or disgust. Two wrongs do not make a right. It seems to me that error can best be met by solid argument, backed by sterling merit and faith. There is usually some truth and soberness in whatever we can not, as a whole, admit. Thus we would come to these questions.

In many and high places, strong and lusty efforts are being made against routine and formalism, book-memorizing and mere machinery,

high pressure in study, and cast ironism in government. The outcome of this is thought and apt to be wooden heads, instead of intelligent and efficient brains, and diabolical spirits in lieu of self-controlled and law-abiding citizens. Add to this the Bible question, the language question, the compulsory education question, the woman question, the official corruption question, the materialistic question, and the settling of these can not and ought not to leave the educational structure what it has been. Again, if we can credit the half of what we see, hear and read, fully one-third of those engaged in the work of teaching are *in* it, not *of* it — a part of these unintentionally so, but none the less hurtfully so. Among these, and besides them, is a large class of teachers who are mere transient workers. In the conventional sense of the word, teaching is not a profession. As an employment, it can be too easily taken or left. Too many in it are mere birds of passage, staying just long enough to pick up a few golden worms to keep soul and body together and dressed, till the seat or work of life is reached. For life or "during good behavior," is the venture which begets abiding interest, and so discovery of laws whose foundation is eternal, whose workings are to sure results, "as permanent as virtue, as enduring as her rewards." Educators, too, a sort of institution *in perpetuo*. The pupils of the present generation are specially the parents and educators of the next. In some localities this breeding-in process is practically effected several times in the same generation. Thus, in the sense of intelligent preparation and demonstrated fitness for the work of teaching, teacherships are too often given to little teachers to propagate their littleness. Hence grave errors and baneful practices get a strong foothold in our schools. A wise and clear-headed teacher finds here some of his most difficult and delicate work. For with plastic pupils, that first taught or practiced roots firmest and seems right, even if wrong, when face to face with truth, and needs much skill to dislodge it. Again, among the higher official educators of the land, there seems to be a great Babel of workers or overseers, without the uniformity of even a few articles of a creed, or any concert of action, like what prevails in other fields of science; while among subordinates, from the highest to the lowest degree, so much obsequiousness, in its worst sense, is rife, that the modest and respectful individuality without conceit, and the work-loving enthusiasm essential to the best ideal and teaching is wanting, and, what is worse, impossible; and, finally, the wide-spread and prevalent practice of employing teachers only because they are needy, relatives, friends, or manageable, or from any reason save an assured fitness for the work, while the spirit prompting it may be commendable, shows great unwisdom, and works only evil.

If, now, it seems to any that these disturbing elements have been too strongly stated, let him read or re-read the leading educational journals for the past year, and in the light of his own observation reflect upon these facts, and, with all due allowance made, see if he can brighten the record. This review is made in no fault-finding spirit,

not to croak over it, but by and by to suggest a remedy, so far as the correction lies in us individually. When things dear to us are in a transition, some falling, some firm, when old moorings give way, to what shall we cast anchor and cling?

Time was when the public educator had for his sole ideal a perfect physical man. Gymnasticism, or athleticism, is again in the field claiming our idealship; likewise its twin-brother, materialism. This comes under the perfectly united leadership of many and the greatest master-minds of any age. Their labors are fast bringing us to the same, though more refined ideal, as that of the mere body-trainer.—In materialism we have a perfect oneness of body and mind, ascending in harmonious gradations from gross to fine, from the purely sensitive to the highly imaginative, yet none the less material and demonstrable. By this view our pupils become a bundle of fibres, exquisitely fine at the brain, but just as surely and certainly capable of being educated or wrought into a definite product by definite mechanical means and laws, as a highly complicated and sensitive machine can be, by similar means and laws. These scientists would have us believe that an educated and intelligent brain is a mere cell-growth under physiological laws; and by a right study and mastery of brain-structure, brain-growth, and brain-play, we can learn those laws and the way of its perfect development. To this animal and purely sensible organism, nothing like spirit, as generally understood in common faiths, nothing superior to nor independent of the body, is attached — and perhaps we can add nor attachable, and not misrepresent the expected outcome.—Thus all life, all being, all hope, all aspiration, all thought, all expression, all language in its highest sense, is resolvable into something as precisely physical and as sensible as the sensation of touch or taste or smell. The gymnast gives a beautiful and healthful physique as the end to be aimed at; the materialist the same beautiful and healthful physique, applicable alike to the body and the mind, a body and a brain physique only. Any true ideal will, of necessity, have as much of the gymnast's object in it as is attainable. This object is good, and only good, so far as it goes. Every live teacher will look after the hygienic intelligence and practices of his pupils, to some degree. But far too small a fraction of his pupil's life is under the teacher's control to make this feature of public instruction any great part of a teacher's grand object. And if science shall soon prove, as she now asserts, that all mental life, or mind, is simply a growth or modification of brain-cells and tissues, while it will add to the gymnast's object, yet will it be found insufficient for a genuine teacher's ultimate aim.

Again, time was when a teacher was expected to make all his teachings point heavenward, like the poetic fingers in our cities of the dead. Time was when the Bible, in some shape or other, constituted a large part of our text-books. The preacher's and the teacher's work were nearly one. Time is when the more advanced educators believe that no perfect teacher should belong to any church, much more never as-

sume any of the functions of the preacher towards his pupils. Hence no teacher can openly — and none should do it otherwise — hold up in daily speech any ideal which savors of relig on or the Bible, even on grounds where nine out of ten churches are agreed.

But a teacher worthy of the name must have some ideal entering into and covering every department of his work. It is as necessary to him as the air he breathes. To achieve the best results for which public instruction is intended and supported, his pupils must, to some extent, share this aim with him. It must be on such a foundation that no shocks of society *in transitu* can shake. It must not reach out into forbidden or impracticable channels, nor be satisfied with attainable ends for himself; yet have some heights daily attainable for all his little ones, who live mostly by sight. For the teacher it must be elastic enough to stretch to eternity and immortality, yet have such integral and salient features that pupils of shorter or longer faith may be able at times to grasp them and feel childhood's exquisite satisfaction of having reached its great ideal.

The object aimed at must make clean and cutting work with all our professional shams, useless traditions, usages, methods, classifications, and woodenism of every kind, whether in teaching, recitation, study or government. It must penetrate and vitalize every fundamental department of public instruction, and every useful classification made therein. It must deal with impartial severity, clear-headed wisdom and honesty, with the educational means, the maker, the making, and the made; with the educational tools, the teacher, the teaching, and the taught. As to text books, it must discern and skip whatever is useless, impracticable, or absurd; as to the teacher, whatever is not tidy, not pure, not honest, not ennobling nor attractive, either in person or character; as to the teaching and taught, whatever is not simple, direct, quickening, and invigorating, and does not plainly till with solid results. Its key-note is intelligence, in the harmonious setting and support of a clean, healthy, gentle, spotless manhood or womanhood, smart, honest, persevering, efficient, and self-controlled. It must remember that in themselves text-books are perfectly dead things, as much so as the old, dead marble of the quarry to the sculptor. As the latter makes the insensate stone to almost breathe and speak, so must the teacher do with the dead book. He must vitalize his tools. The mere mouthing or memorizing of words, processes, classifications, or facts, has not the ghost of a tendency to beget a conception of the underlying sense or picture, law or vivifying truth, and so build up intelligence as capital for further venture for further intelligence. Contrariwise, it powerfully fosters a natural tendency to gobble up words, as words, and addles or dazes, when we would quicken and edify.

The teacher must vitalize himself. He must start with some definite object or end, and keep his eye at every step constantly upon it. He must have a practicable, yet faultless and partially unattainable ideal, and square himself to it, till by assimilation he becomes like it. Such

a teacher, under such an ideal, is married to his work. No day of health in the school-room seems over five minutes long. When his pupils are gone, a part of himself seems gone. They seem to him like his own sons and daughters, both as to his energies, his time, his love, and — may I not add? — his purse. His efforts for them, which often cost him dear, must rise out of the low plane of sacrifice, and have the unmistakable stamp and ring of being unforced and gracious offerings, as natural and easy as breathing. He will eschew whatever is filthy or untidy in his habits of life or thought or dress, and, living not by bread alone, will have an insatiable hunger for whatever is pure, gentle, lovely, honest, manly, noble, and of good report. Is this too warmly stated? We are glad to think and find abundant evidence that fully one-third of all our teachers in the land feel thus, and even more enthusiastic. "This large and highly educated company of men and women, enthusiastically given to the work" of public instruction, are the salt of the land, educationally. With them mainly rests the character and vitality which our calling has, and is to have. If it ever becomes a profession, it will be due to these, and such as these.

The genuine teacher must vitalize also his teaching, the processes of education, and his pupils, as well as himself; as well as put sense and power into the oftentimes dry, over-classified, and stupid book. The position of Elijah before the widow's dead son has often seemed to me not inaptly to represent the live teacher's state before his pupils and their work. To vivify and put intelligent life into the rank and file of pupils, the teaching, the recitation, the study, and the government of the school-room, the teacher must stretch himself thrice and again upon the dead, and by vital processes virtue must go from him, that those may live. To a thoughtful and conscientious teacher, sensitive towards responsibilities, it is ever a startling truth that whatever he himself is, such, in large measure, will his pupils become. Like a sponge, they unconsciously soak him in. Whatever he holds up for imitation by teaching, but more especially by his unconscious ways and practices, must in time make a lasting impression upon his pupils. What manner of man soever, then, he wishes his pupils to become, that he must be. Straws shows which way the wind is, and pupils are sharp at *sensing* consistency. If the teacher's ideal is high, and he is in perfect harmony with it in all his outshine, speech can not tell the potency of its subtle power. Every live teacher can recall days when it seems to him as if he was inspired; when he and his pupils seemed to be in perfect sympathy with each other; when his teaching was clear, interesting, and to the point; when his pupils were all alive, and attentive, and smart. It verily seemed — and so it was — that more was done in that one hour, or that one day, than in any ordinary week. Then, in the silence of his study and in the oft-imagined audience of his charge, he has asked himself, "Can not such states be created?" and experience says they can. His ideal takes in new beauty and strength. He daily tones himself up for these electric moods of highly vitalized work, by

the simple and inexpensive art of recreation. At each new step, new wisdom appears. His reproof loses its wit or sarcasm, which leave a permanent sting, and with loving truthfulness strikes the root of evil. His sympathetic humor makes ashamed of folly. His well aimed, but ungrudging and unstinted praises are a present rich reward; while for their final aim his ideal is theirs. To him and them, so far as possible, their school-room is a microcosm. It is in its work and practices like the great world outside, that when they go forth to their several spheres of life, they may not feel as strangers in a strange land, with a laboriously garnered store of useless attainments; but equipped and familiar by use with what through life they must use. Under this ideal, they go forth to illustrate in intelligence a simple, straightforward, persevering, clear-headed and efficient manhood and womanhood, and in government the same intelligent manhood and womanhood, honest, fearless, and faithful, warm-hearted, self-controlled, and law-abiding, and to illustrate the same under the simple law of doing right and being right, because it is right.

And, finally, as the teacher works towards this ideal, it will clear its own way It can not be shaken by any of the isms within or without his profession. It does not trench upon forbidden grounds. But if it lacks, as every earnest teacher will sooner or later feel it does lack, an element of the divine to complement it, he can in secret hope and pray that, while science may assert that man is solely of the earth, earthy, without spirit or immortality attached; that while bigotry and narrow faith may forbid the smallest fraction of the Bible or its religion to be taught his pupils, — God, in his own good time, will come and graft upon this ideal manhood and womanhood immortal sonship with him, which shall by and by be born out of the darkness of time and death, into the kingdom of heaven, as an heir to the now ideal inheritance which eye hath not seen, nor ear heard, nor the heart of man conceived.

Miss D. E. Henry, of Grand Rapids, followed with an essay upon

OUR WORK.

It was once said, by one of our country's most gifted ones, that "of all the words of wisdom of quaint Andrew Fuller, these should live longest, for the working out of the great problem of our national life has proved them true: 'Every problem in life may be solved by answering aright three questions — first, what is it? second, why is it? third, what then?'" When that fatal bullet struck the flagstaff upon Sumter, and our banner fell, the ear of the American people heard, and the heart of the American people questioned, What is it? And, borne upon soft breezes from a sunny land, came a fearful answer — War! And, as the weary years rolled on, from bleeding hearts and homes made desolate rose that other question, Why is it? The iron tongues of a thousand cannon made clamorous answer — Slavery! — Still, with dim eyes and aching hearts, we conned the tear-marked,

blood-stained pages of war's fearful volume, till white lips of woman, quivering in agony and trembling tones, of manhood brave t :ough fearful, asked the well-nigh despairing question, What then? And, God be thanked, though written in blood and fire, there came a glorious answer — Emancipation! — and the problem was solved.

Now, to this lesser problem, our work, may we not apply the same means of solution?

First, what is it? And, fully conscious of the unenviable position of a traitor found within the camp, I answer 'tis the only and sole species of tyranny of which our fair republic can boast. Planted in a soil of freedom, nurtured by the careful hands of freemen, it stands to-day the most absolute despotism which the sun ever shone upon. "All just governments derive their power from the consent of the governed" — this, from the whim of the governor; those, from the eternal and immutable principles of right and justice — this, from a fancy, a caprice, or a notion; those because, when the feet of the young world first went straying into the dark pathways of sin, from Sinai's awful mount there came the "shalt not" which told of the only safe retreat — this because some educational journal has recommended, some professor conducting an institute has thought expedient, or, weightiest reason of all, some teacher's experience has proved it best.

Fellow teachers of Michigan, are you inclined to dispute the assertion that our work is a tyranny, and we the veriest despots under heaven? Then come, let us reason together, and, calmly and dispassionately as may be, try to see ourselves as others see us.

Take, for example, as first and greatest, the laws forbidding whispering. Is there a shadow of sin or crime in the act of whispering outside the school-room? Then why, we pray you, all these countless school-room enactments to prevent it? Because, say you, if whispering be allowed, the idle and mischievous will thereby not only waste their own time, but defraud their neighbors. Verily, your reason is a weighty one; but suppose we place upon our statute-books its counterpart, and name it "A law to prevent noise and disturbance upon our streets after nightfall." Would it not read somewhat thus:

"Whereas, many lawless and ill-disposed persons disturb the peace and quiet of our town by nightly brawling in our streets, therefore be it enacted that any person who shall, after the hour of 7 P. M., be heard to speak aloud, shall thereon be subject to fine and imprisonment."

Savors that much of the Declaration of Independence?

Again, our laws to regulate school-buildings during recess often read somewhat thus: "Any pupil who enters the building during recess will be required to take his seat, and there remain until the ringing of the bell; and no pupil is to linger or communicate in any hall of the building." Shall we apply this to the affairs of common life, and place it as an enactment in our code? Reads it not somewhat thus:—

"Whereas, some malicious person or persons have wantonly and maliciously defaced our public halls and lecture-rooms: be it therefore enacted that any person entering one of them shall be immediately shown to a seat, where he shall remain without speaking above a whisper until the time of public exercises in such hall or lecture-room shall arrive"? Would not arrests be frequent, and lectures even less remunerative than now? And so we might, were the task not too revolting, follow out nearly every requirement of the school-room codes, with equally painful results. But we eagerly pass to the

Why is it? First, then, in the reasons why we find this. Somewhere in the long ago, some man or woman — a dweller in Boston, we fancy, set himself or herself to the task of building an ideal school-room, and filling it with ideal pupils. The rules of the one and the conduct of the other, were somewhat after this fashion: The building was to be lofty, spacious, and grand in all its appointments and belongings. Over its doors of entrance was to be placed this notice — "An Institution whose object is the remodeling and improvement of all the plans and purposes of Nature; and so perfectly do we design to accomplish this work, that we will warrant, in one year from his entrance to this place, any child shall be transformed to any machine required. In order the more perfectly to accomplish this, we shall set our purpose, at first, to destroy every vestige of his home life, and to gradually change all his accustomed movements of mind and body. Of course we shall ask and expect the cordial co-operation of parents in this great work, for the united efforts of all interested in any child will be necessary to its perfect accomplishment."

Such was the ideal; and year by year the great Public, through the mighty enginery of its educational boards and its more potent power, its omnipotent Mrs. Grundy, with its great corps of weary-hearted teachers, have toiled in its rearing. Truly, our blood may tingle when we are forced to acknowledge the What is it? our cheeks may crimson when we tell the Why is it? But 'tis with sick hearts we make answer to the question —

What then? Aye, what then? From all our toil in the rich, ripe fields all golden for the reaping, what are the sheaves which to-day we come bearing? Here is the first: behold, and scan it well. It has no wealth of shining seed, 'tis true; but 'tis full of cruel thorns, which often wound our tired hands. The ungrateful public has little or no sympathy with our work. Faithfully, patiently, have we striven to build from its planning, and now, within its heart, it despises our work.

And here another, too heavy for our hands to bear; we can only drag it wearily before you. We have not the respect or confidence of the masses of our pupils. Of the thousands who enter our school-room walls, only scores remain to complete the work therein; and, worst of all, the few depart because they must, the many because they choose.

And here this last, lighter of seed and fuller of thorns than the others. In this weary, thankless toil, we have found our souls daily growing dwarfed and stunted, our hearts losing all of their once ready sympathy with childhood, our physical health rapidly giving way, and our whole head sick and our whole heart faint with weariness and disgust with our employment.

Does anyone doubt the reality of this fearful What then? Let us review it. "The public has little or no sympathy with our work."—Do you doubt the statement? Show us one school trouble where the majority are not in heart opposed to the teachers, and we too will doubt it. "We have not the respect and confidence of the masses of our pupils." Do you doubt it? Then ask the first ten bright boys whom you shall meet to-morrow, to tell you of their school-room life. Weigh well their testimony, and if your doubts are not at least partially dissipated, we shall be deeply grateful for the result. The great mass of teachers are weary of their labor, and wish to escape therefrom. Is it not true? Let there be opened to-day, in your city, any branch of industry requiring the same number of hours of labor, with the same compensation and a call for operatives, and if your School Board has not under consideration ten times as many resignations as ever before, we will cheerfully own ourselves mistaken.

And now that you have listened so patiently to the dreary What is it? Why is it? and What then? will you not, for a few moments longer, bear with us while we ask of our work, What may it be? How may it be? and, What then?

First, then, we answer, we may transfer all of the beauty, grace, and loveliness of the home circle to the school-room, and, with hearts all aglow with love for our work, we may stand where our statute-books have placed us, *in loco parentis*, where, alas! we seldom dream of standing, save in some case of corporal punishment. We may fashion of our lower primary school-rooms, nurseries for the little ones, wherein they may dwell in all the happiness and freedom of a well-ordered home; of our higher primaries, pleasant home circles for study and improvement; of our high schools, large and prosperous societies for scientific study and research, crowding with eager feet the gateway to the garden where stands the tree of knowledge. We may make of our work an ever-recurring delight, instead of a drudgery and a task. We need stand no longer within the chill and darkness of the valley, but may climb with unwearied feet the beautiful mountains of faith, toward which the angels are ever beckoning us, that we may there meet and talk with them face to face.

And now, wearied with tedious generalization and rude idealism, we hear the impatient How may it be? First, we answer, there must arise within our land some Peter the Hermit, preaching a crusade whose work shall be to hurl from its lofty height, and with relentless

hand grind to powder and scatter to the four winds of heaven the ideal school-room, and lift to his empty throne a less despotic monarch. For the harsh words of school discipline, we must substitute those words of sweeter sound, family government. Look on this picture and then on that, and tell me, will you do it? Not many years ago, the principal in one of our primaries had sent to her room half a dozen lads, to remain for periods of time varying from ten minutes to half an hour, according to frequency or enormity of their school-room transgressions. Among them was a timid, trembling little boy, whose deep blue eyes kept filling with oft-gathering tears, and his white brow crimsoning with the swift-coming blushes. A stranger, and so timid, she wondered much at his presence, and so wondering, she questioned, "Why, Ernest, what have you done, that I find *you* here?" Deeper grew the white brow's veiling crimson, more pitiful the full lips' quivering, as he tried to make reply. When the little fellow paused, as if unable to speak farther — but 'twas only from his slender word-knowledge that he hesitated — "When the pencil-monitor came around, I put my pencil in the box, and didn't wait for him to take it" Think you that the brow and cheek of that teacher were less deeply crimsoned than the hapless culprit's? But blame not too hastily, we pray you, that teacher's discipline. Only a little more fervently than we was she worshipping that unseemly idol, the ideal school-room. Suppose, within a well-ordered home that child had been guilty of some act of childishness, can you imagine the wise and thoughtful parent inflicting punishment therefor? And yet for such offences must such punishments fall, or our idol lose his throne.

Not long ago, we were called to enter a beautiful school building at the hour of recess. The foundation of the building seemed very secure. The halls were wide, roomy, and beautiful, and seemed very fair to look upon; but, alas! one dark shadow upon the picture marred all its beauty. Pacing backward and forward the length of that spacious hall, we saw one bearing the form of beautiful womanhood. In her hand she held a paper bearing a long list of names, and now and again she placed a mark opposite some one of them. Shy, half-frightened groups of unchildlike children would gather for a moment, but at the first movement of the pencil as speedily disperse. Bright, beautiful, but defiant-looking boys would enter, say a few words, and with a look which said, "We know we are law-breakers," hastily depart.— What meant all this? Wonderingly we looked up to those pleasant windows for the heavy shutters and bars of iron. Had we mistaken the building? Was this a House of Refuge, for criminals? Else why this strict surveillance? No, we had made no mistake; the building was a school building, and that unfortunate woman was neither warden nor turnkey, but a teacher instead. Those boys and girls were not criminals here confined, but pupils here for instruction; and the meaning of this painful scene was "No whispering allowed within this hall." Is not the picture a pleasant one? Then let us imagine one

more pleasant — that same beautiful building, that same spacious hall, that same beautiful woman passing from group to group with interest and pleasure, becoming a participant in their plans and purposes, guiding here, controlling there, sympathizing everywhere; taking with firm hand from one circle the untrained spirit bringing therein harm and discord, depriving him of the pleasure which he had forfeited, and quieting the rude noise of another by a word of warning; spending not one moment more of time obtaining results a thousandfold more pleasurable, with a thousandfold less of weariness of body and spirit.— Which picture is fairest? The one is school discipline; the other, family government.

But is there present here to-day some young man or woman going forth, for the first time, into this great field of labor? and do I hear such a one saying, "All this is not practicable or helpful: it meets no reel school-room wants; it solves no hard school-room problems"? — What, then, would you have? "First, I would fain know what to do with that terrible evil, whispering in school." We answer, why suppress it at all, or even attempt its suppression? "Why, because, when some whisper, others can not study." How do you know? have you ever tried it? Suppose, then, for a single term, that you make the effort to direct, instead of suppressing whispering, asking, as a result of school-room labor, good lessons, and only those, taking care that your pupils are furnished with pleasant and profitable employment for their leisure, and see if, to your surprise and wonder, this ugly problem does not solve itself. But what of punishment? Shall it never be inflicted? We answer that higher law than school rules or edicts of educational boards directs that punishment for sins must fall swift, sure and unescapeable; that errors are and should be ever forgiven? Do you not like such guidance? Think for one moment, then, of your danger. Each morning, with folded hands and reverent hearts, you pray, "Forgive us our trespasses, as we forgive those who trespass against us." Would you dare, for a single week, that that prayer be answered?

School discipline, or wise family government — which shall it be? And now, dear young friends, will you bear with my egotism, while I throw aside even pretended companionship, and speak for myself alone. Will you allow me to tell of the deep soul-interest with which I await your decision? Less than a year has passed since there went forth from my school-room, into the sweet April sunshine, two little, laughing, bright-eyed boys. A few short hours of childish sport — then a sliding bank of treacherous sand, a living burial, and poor, stricken, weeping Rachels, weeping for their homes and hearts made desolate. Shall I tell you the bitter, bitter lesson which my dim eyes conned upon one tiny coffin lid? As I stood beside the darling little Teddy, each memory of the past was a pleasant one. My last memory of him was when, holding up his tiny slate, he smiled so triumphantly as he said, pointing to the vexing columns, "They 're all done now." And

truly they were all done; for, with one more smiling glance backward, he passed from my guardianship forever. But oh! with what added bitterness of sorrow did I stand beside poor little Frankie, and how cruelly did the truthful words of that poor bereaved mother pierce my aching heart as she said, "You were his teacher. Well, he'll not have to go to school to-morrow. He hated to go so bad." And how bitter were my self-accusations as I remembered that I had never tried one half as hard to teach that little warm-hearted boy to love the school-room, as I had to teach him the lessons which he hated, only because no one had ever taught him to love them. And, as I stood beside that once restless little form, so quiet now, and placed within the once busy little hands the tiny cross of flowers, pleading the while for pardon for my error, I believe there was registered upon the book of remembrance a solemn promise that henceforth my life as a teacher should be devoted to the one task of awakening in the heart of every child love for the school-room and its duties. And will you not help me in this great work?

Will you, upon whose brow has been placed the oil of a holy consecration, who have been called to the sweet and solemn service of the world's inner temple, make of yourself a mere hewer of wood and drawer of water in the courts without; or will you be of that number whose earnest souls seem ever reaching forth pleading hands to the All-helpful and All-compassionate, bearing this petition, "Help us, oh Our Father, for we are so weak. Guide us, for we are so erring. And if 'tis indeed true that our weak hands are the only ones which scores upon scores of poor drowning ones may hope to grasp, ere the dark and angry waves of an oncoming tide of sin shall bear them beyond hope of earthly aid, grant that our hand-clasp upon theirs may be very firm and strong, and our feet fail not, as we strive to climb with them far up those shining heights where they may grasp the hand of the Eternal, and stand secure." Will you choose to be of that number whose whole school-room lives are so many sweet, unwritten poems, ever to remain unread, save in the dialect of the angels. Oh, then, if this be your decision, accept from one whose faltering feet full fain would stand upon the heights where you shall surely climb, the assurance so true as that the Master loved and blessed earth's little ones, this shall be of your labors the What then? You shall bind the hearts of hundreds of little ones to yours as with bands of triple steel, and no faithful, earnest labor of yours shall aye be forgotten; and tho' your reward be not swift, it will be sure; and when your days of discouragement and your days of joy, your nights of struggle and prayer and tear-stained pillows, your nights of restfulness and peace, all are passed; when the dark angel shall press his icy kiss upon your brow, and you lie down, with pale hands folded above still hearts, to sleep beneath the violets, though your name be not graven in brass or marble, it shall be written upon that far more enduring tablet, the hearts of little children, and in the years to come many shall be the hearts of

manhood brave and wise and womanhood pure and earnest, to rise up and call your memory blessed.

When Miss Henry had concluded, Prof. J. M. B. Sill, of Detroit, rose and briefly expressed his satisfaction at the sentiments which had been expressed on the subject of school discipline. He said all hands would be joined in opposition to a system which trains children in a manner entirely unnatural, and unlike anything they would ever experience.

On motion of Prof. Gass, committees were appointed as follow:

ON NOMINATIONS — Profs. B. R. Gass, of Jackson; H. D Harrower, of Paw Paw, O. D. Thompson, of Lapeer.

ON RESOLUTIONS — Profs. W. B. Silber, of Detroit; Z. Truesdell, of Flint; C. F. R. Bellows, of Ypsilanti.

Prof. Harrower then read a paper upon

OUR UNION SCHOOLS.

It has been one of the most natural, and perhaps in some respects one of the happiest, features of educational thought in this State, that we have placed no limit on what we have expected of our schools.— We have demanded of every school above the rank of the merest country district school, work of the highest grade below the University. It is a very pleasant notion that the youth of even our smallest towns need not leave the parental roof till they are fully prepared for the University. There may have been many times, in the history of our best schools, when this sentiment alone kept them alive in the midst of discouragement and opposition. It is none the less a false and dangerous notion — false, because few of our lesser union schools can afford even a very meagre and defective preparation; and dangerous, because generally, in such schools, the greater the advantages given to the few, the greater the injustice done to the many. But, even if this idea had its advantages when our school system was a matter of question, it is of no use now that it is an established fact. This has been recognized by every one who has had to deal with our schools. To relieve our system of this indefiniteness, and to clearly define its several parts and their relation to each other, is the great work of the present in our State.

For some years back, the best thought and effort of the educationists of this State have been given to the working out of this result.— The interest taken in our high schools is sufficiently indicated by the attention they have received from the University Faculty, by the inaugural of President Angell, and by the able papers read before this Association at its last two sessions, upon the work of the high school and its relations to the University. Leaving the general discussion of our schools and of their higher branches, I wish to call attention to a humbler and more neglected part of our system. I refer to that grade of

schools, by whatever name you may choose to call it, which stands next below the high school, and belongs to the lower grade of secondary instruction, as distinguished from the high school, which assumes the higher or gymnasial work of secondary education. That there exists, in every complete system, such a class of schools, which have as definite a work and standard as the high schools or university, no one will deny. That events are tending to assign them an important place among our schools, every one must perceive. We must all recognize the fact that the moment the University authorities gave a definite part of their work to the high schools of the State, the name high school assumed a signification which it never before necessarily possessed. From now forth, in the State of Michigan, the high school has its own peculiar work, the preparation of young men and women for the higher culture of the University, and for its professional and polytechnic schools.

I mention no high school work disconnected with university preparation, for it can not be long before the sum of the requirements for admission to the literary, professional, and technical schools of the University, will cover the whole ground of higher secondary education, both general and special. To do this work well, each high school must be thoroughly equipped with all the means of complete instruction, with well trained specialists in charge of each department, and with a man of liberal general culture to give effectiveness and direction to the whole. This is the ideal high school, to which every liberal community is aspiring. For a long time to come, most of our high schools will lack some of these features of excellence, and yet do creditable work; but the moment they rest satisfied with anything short of this high rank, they degrade their mission and dishonor the state.

To merit the name, in its new signification, the high school must at least be one whose course and results indicate it as a preparatory school for the University. Whether its graduates are admitted with or without examination matters little: whether they ever enter the University is of no great importance. The school must fairly and honorably rank among the higher secondary institutions of the State, and must place its graduates on a level with those of the recognized preparatory schools. Moreover, we must remember that this standard is to be continually elevated.

When we consider these facts, it must be evident to all that there remains a large class of schools in our smaller towns, which can not do high school work. They already fall far behind our leading high schools, and every advance, on the part of the latter, will only leave them so much further in the rear. Justice to these schools demands that they have some rank in our system, and I have chosen to call them grammar schools, or lower secondary schools, as standing between the primary school and the higher secondary or high school. In this paper, therefore, when I speak of the grammar school, I do not refer to it as a part of any system preparatory to the high school, but as a

finishing school for such places as can not maintain schools of a higher grade.

That there can be a desirable course of study for schools of this rank, needs no proof. Such a course should recognize the fact that, for many, it will mark the whole amount of their educational advantages. Nevertheless, no more should be attempted in any case than can be thoroughly accomplished. The needs of those who can have no other educational facilities, even more than of those who will have the advantages of the high school and university, demand the exact definition of grammar school work. The interests and reputation of the men who are working in small towns, and who can do nothing completely, because they are expected to do, or think they are required to do everything, demand it. Honesty and self-respect require us to do well and completely what we pretend to do. It is fearful to estimate the amount of teaching force wasted in the smaller schools of the State. No one will say that the men in charge of these schools are idle.—They do an amount of work that only seems the greater as we contemplate the meagreness of the result. With no time for general supervision of the schools under their care, they spend all their school time, and often much extra time, upon a dozen or more pupils, while the rest of the school is crowded into one or two rooms, often in charge of some inexperienced and thoughtless girl, who knows only enough to keep her school together and draw her pay. To call such a school a graded school is an abuse of language: to say it does any proper high school work is to say an untruth.

I would do no dishonor to the earnest men who are found doing this work all over our State. But they are attempting to do what no man, less than a giant in strength and a marvel of intellect, can do. To be able to conduct a dozen recitations in the various branches of higher mathematics, in all the departments of modern science, and in ancient and one or two modern languages, with history, rhetoric, and English language and literature thrown in, requires a genius which Heaven has granted to but few mortals.

I am reminded that from such schools have come some of the most brilliant students we have had in our State University. It would be lamentable indeed if there had been no result from all these efforts.—But have we attained the best result? Have these schools any permanent character, which remains unchanged, whoever may be temporarily in charge? Are they not too often mere schools of practice, in the worst sense of the term — the abused creatures upon which half-fledged teachers exercise their clumsy skill, or, still worse, the makeshifts by which impoverished law, medical, and divinity students replenish their exhausted purses?

Some may argue that it is of more account to a community to give two or three a liberal culture, than to give to all the youth of the neighborhood a fair mediocre education, very much on the principle of some zealous proselytes, who think it more to the glory of God to join

one convert to their own church, than to reform a hundred debauchees or save a city from pestilence. "This ought ye to have done, and not to have left the other undone." But, if only one can be done, the grand result is more sure to follow uniform excellence than exceptional brilliancy. A friend of mine, a professional gentleman and a classical graduate of the University, to whom I once mentioned this subject, said in reply that, if it had not been for just such a school as I have described, he would probably never have gone to college, nor have had anything more than a grammar school education. He told me, further, that for two or three years, about two-thirds of the time of the principal was given to himself and two or three other students. How can we estimate the outlay of that town for the education of one of those young men? His proportion of the salary of the principal—perhaps two hundred dollars—is only of minor account, and no doubt the town was wise in expending that amount upon him. Yet even that would have been better expended by sending him to some established high school. But when we consider that every farmer, mechanic, and merchant — in fact, all the fathers and mothers in that whole community — were, in their school-days, deprived of the instruction and cultivated influence of the only good teacher in their school, and that they are to-day more boorish and sensual, less intelligent and refined — all that my friend might have his Latin and Greek and go to college — it becomes in my mind a very serious question whether the world and I might not forego the influence of that friend, if thereby his neighbors and schoolmates could have had what his advantages have cost them. Still, as I intimated at the outset, I have no quarrel with the fact.

I may be asked if we have not good grammar schools all over the State. Certainly, wherever there is a first-class high school, there can also be found a well conducted grammar school. Often much of the efficiency of the grammar school work is sacrificed to the high school; still, very creditable work is done. Moreover, the character of grammar school work is essentially different, where it is merely preparatory to high school work, from what it is in case the grammar school is the highest grade in the local system of schools. But I have yet to find a school in the State that quietly and efficiently does good grammar school work, and no more. It seems that as soon as a man, by virtue of having an assistant teacher, styles himself Principal of a Union School, he conceives it incumbent upon him to teach the classics and higher mathematics. It would be difficult to find in the State of Michigan, a school with three or four teachers, that has not marked out on paper a course of study rivalling those of our best.

It is told of the lady who now has charge of the Boston Training School for Primary Teachers, that, some years ago, when in charge of one of the grammar schools, she asked to be promoted to a position in one of the primary schools. It was a new idea, and began a revolution in the primary schools of Boston, which has made them the most efficient in the land. I have a most profound respect for that woman;

and I am waiting for the opportunity to doff my hat in as sincere regard to the man who promotes his scholars from a sickly high school to an efficient and successful grammar school. The work is in every way worthy a man's best effort. In our cities we find college graduates and ex-college presidents and professors, doing grammar school work. It is from the lack of such men that so many of our village schools fail in their most important work, and so many of our students come up to the high school poorly prepared to undertake the higher mathematics and the sciences. The man who gives a good grammar school to a community of five hundred or fifteen hundred inhabitants, will prove himself more indispensable to his patrons, and will be more likely to be retained at an increased salary, than one who maintains a poorly graded or ungraded high school. Any man can do the latter, but it requires peculiar fitness for the former, and qualities that stamp the true educator, alike whether you find him in charge of metropolitan schools, at the head of a great university, in the village, or in the hamlet.

Satisfied of the necessity of this grade in our school system, and disclaiming any disrespect for the school, the community, or the man, I will briefly indicate what I conceive to be the first and most important work of the grammar schools o our State. I will not say where they shall stop, or what they shall not do. It will be enough to note what they should consider of first importance, and what they should see well done before they attempt anything else.

The office of education in our country is to prepare the citizen for intelligent and honest living. To secure this end, he must be provided with the keys of intelligence and the means of social and commercial intercourse. A citizen of the world, having intimate relations with every race and every nation, he should learn the condition of these peoples, what they have for him and what he owes to them. The "heir of all the ages," he should early study the character of his benefactors, and learn with how much toil and sweat and blood the legacy of thought and liberty has been handed down to him. He should be taught that, next to self-preservation, it is his duty to study how he may hand this patrimony on to the coming generations, not only unimpaired but enlarged.

"Born into life, 'tis we, and not the world, are new."

Man must condition himself to the world and humanity before he can gain any advantage from them, or better their estate. Every true scheme of education implies this adjusting of the individual to the world and the race.

"Born into life—'tis we,
And not the world, are new.
Our cry for bliss, our plea,
Others have urged it, too;
Our wants have all been felt, our errors made before.
No eye could be too sound
To observe a world so vast;
No patience too profound
To sort what's here amassed;
How man may here best live, no care too great to explore"

this adjusting of the individual to the world and the race. An English writer on education says: "Society may be imagined so uniform that one education shall be suitable for all its members. We have not a society of that kind [in England], nor has any European country." In Europe it is doubtless the case, as the same writer remarks, that "the education of each class in society ought to have its ideal determined by the wants of that class and its destination." In our country, however, there are no classes in society to demand their own peculiar education. Each one can advance as far as he may choose, and every branch and kind of education is equally at his command. Farther, up to a certain point in the scheme of education, it is the duty of the schools to furnish to all the same kind of instruction and discipline, and it is the right of every one to receive this much. The grammar school ought at least to do the work up to this point. At present, to do this well, it must attempt little else.

Year by year, we are becoming more independent of the higher schools. Year by year, there becomes less excuse for the wide difference that exists between the culture and intelligence of the great industrial masses, and of those who have the advantages of those schools. The teachers of to-day will be greatly at fault, if the rising generation is not more uniformly intelligent than the present. It will be a sad day, indeed, when our University ceases to advance its character and standard, or fails to draw to its halls increasing throngs of students.—But it will be a still sadder day when the masses of the people become suddenly impressed with the fatal notion that they can have none of the beauty and sweetness of culture, because they have not the advantages of the higher schools. We must remember that books and nature afford means of culture only less extensive than these schools. The moment popular education fails to recognize this fact, it ceases to be popular. To practically impress it upon the minds of all, is the chief duty of our lower schools.

The fundamental knowledges, which it is the duty of every school to impart and the right of every one to receive, are: LANGUAGE, which makes social intercourse possible; MATHEMATICS, which expand the social into commercial and business relations; GEOGRAPHY, which extends these relations to all existing nations; HISTORY, which throws the light of the past experience of mankind upon the pathway of the world; and the LAWS OF NATURE AND NATURAL PHENOMENA, as supplementary to each of the other four.

Such are the five departments of education, which I conceive to form the basis of all true living. They open up lines of development which in their course call into play every element of mental discipline. The most extended university culture could not exhaust the subjects presented by them. They are equally important as elements of all professional and technical skill. What, then, is more reasonable than that the grammar school, which should be the lowest finishing school in any system, should give its whole time and its best teaching talent

to the development of these, in their elementary forms? Certainly, it can give the groundwork of such an education.

For any one person to define a precise course and order of study, would indeed be presumption. Still, I may note its general features and the points of primary importance. Language, embracing reading, talking, and writing, enables the pupil to learn the thoughts and opinions of others, to communicate his own thoughts to those about him, and to preserve them for the use of others. Bacon aptly indicates the effects of these three branches of language on the culture of the mind, when he says that the first makes the "full man," with intellect well stored with the best that has been known and thought by the race; the second the "ready man," prepared for any emergency; and the third the "exact man," of fine perceptions and scholarly habit. To-day, more than ever before, we are educating readers. We should prepare them to be intelligent students of the vast fund of knowledge that is being put into print by the men of culture of the age. University men, not content with inviting the student to their halls, are sending the University into every home, and are flooding the country with their thought. Every attention should, therefore, be given that the faculties of perception, expression, and reproduction are fully developed. With no class of our youth should this care be more faithfully exercised than with those who close their student-days in the lower grades of our schools. They should be taught words and their uses in sentences, which is the special office of grammar. Reading — not so much for elocutionary practice, as to understand the subject-matter read — is manifestly an important part of the work of language. How to use reference-books, how to read and what to read, how to study different authors, the preparation of indexes and abstracts, — all these, and many other things that tend to make accurate readers, are of the utmost importance early in the course of school discipline. The careful and critical reading of English classics, representing the successive stages in the development of our mother tongue, in the lower grades of our secondary schools, will compare favorably, as a matter of discipline, with the study of classic and foreign languages in the higher schools Careful reading is a great aid to careful speaking and writing; but these must be taught by themselves, and every branch of school work should give exercise in the art of accurate expression and reproduction.

A knowledge of mathematics is necessary to good neighborhood and good citizenship. It is at the bottom of all commercial transactions, and of all true theories of political economy. With all the time that is expended upon arithmetic, it is singular that so few of our students know anything of the powers of numbers. Long before the pupil undertakes the advanced work of arithmetic, he should be so familiar with the powers of every number and numerical combination, that he could read the successive results in any exercise in addition or multiplication as readily as he could name the words in his reader. Too

much time is spent on logical processes and the application of numbers, before the child is really familiar with their abstract powers. Corn and beans may be well enough to begin with, but they should be discarded as soon as the child has any conception of abstract number. A familiarity with number implies a knowledge of addition, subtraction, multiplication, and division. Supplemented by simple common sense, it makes up the whole of practical and business arithmetic, and is capable of infinite application. Nothing, then, less than perfect familiarity with number should be allowed. Upon such a basis, book-keeping, and all applied arithmetic, becomes simple and natural. In fact, much of the failure and disgust of students in the higher work of arithmetic, could be obviated if they were only properly taught addition.— The applications of numbers, without doubt, afford much discipline in logical processes; yet they can not compare with the study of magnitudes in this respect. When we shall teach our pupils that lines, angles, surfaces, and volumes, are just as simple and necessary mathematical data as the ten digits or dollars and cents, we shall have got them a long way towards being intelligent mathematicians. Certainly, these can be taught as early as the child can comprehend the decimal notation. Indeed, before the child can reason at all, the truth of many geometrical relations is perfectly evident to his mind. The quick perception goes far ahead of the deductions of logic, and compasses the fact long before the principle can be reasoned out. That eminent mathematician, Dr. Thomas Hill, in two inimitable little volumes, has shown us how simple, and yet how valuable, the leading principles of geometry may be made to the young. This ready perception of mathematical truth soon develops into clear, logical thought, and yields most satisfactory results. It is hardly possible to say how much of a familiarity with these principles may be wisely imparted in the grammar school. Everything thus learned will tell on the success of the pupil in after life, whether he be thinker, artist, artisan, or farmer.— The generalizations of arithmetic, as developed in algebra, are of next importance, and fall within the scope of a liberal grammar school course. When the student has proceeded thus far, he has the keys to the whole science of mathematics. Beautiful in its exactness and completeness, it has awakened the enthusiasm and challenged the admiration of the mightiest intellects of the race.

Geography — a knowledge of our world, teaching the mighty influence that man has had upon nature, and the still more powerful effect that nature has had upon man — is one of the most ennobling studies that can be pursued by the youth of our country. It can not be denied that much of the geographical teaching of the day tends far more to alienate mankind, than to arouse any consciousness of the brotherhood of the race. The world has been divided and subdivided, and the points of diversity have been dwelt upon, until all thought of unity of interest or similarity of nature has been lost sight of Yet the study of Geography is but the working out of a problem whose conditions are

man and nature. To study man alone is to ignore the conditioning force of nature: to study nature alone is to make man the merest creature of circumstances. Mathematical and physical Geography give us the material conditions of the problem, while political and commercial Geography tell us the present advancement of mankind toward a just solution. That we are all still far from the final result, everyone will admit; and it is not for us to say which is nearest that happy equipoise of mind and matter, the Arab in the desert, the miner in the pit, the sailor on the seas, or the philosopher in his garden. But in our lower schools the science of Geography is in as much danger of being overtaught as of being wrongly taught. If it can convey to the student a clear idea of the present condition of the peoples of the earth, what they have to deal with, both in their own natures and in the material world about them, and clearly indicate the unity and mutual dependence of the nations, it will teach an important lesson to the coming citizen of the Great Republic, and do much to hasten "the federation of the world." In the grammar school it should be taught with reference to these things, rather than for the purpose of making the pupil a walking gazetteer.

Closely allied to Geography is the study of History. To fully understand what we are and what are our possibilities, as individuals and as a race, it is necessary to be familiar with what man has accomplished, and that not only as a result, but also in its successive stages. In the grammar school the student should be taught, in a general way, the history of the great civilizations and the types of men they produced, the history of the great industries of the world and of remarkable developments in science and the arts. Still more carefully should he study the history of our Anglo-Saxon constitution; while too much time can not be given to the progress of the American idea in society and government, our national and State constitutions, and the duties of American citizens.

These four departments of knowledge have their points of contact with every branch of Physical Science. Any general course of reading is constantly running upon them; Mathematics is ever dealing with them in some of their forms; the science of Geography is in close relations with every other science; History can not go far without noting their progress and results.

It is not enough that we hold converse with departed philosophers and thinkers. There is a language in every manifestation and phenomenon of nature. Every leaf has its lesson. Animate nature and inanimate alike are replete with high thought and noble sentiment. But, more than this, they hold locked up within them many a secret which only the willing student can understand. Without these hidden springs, life at best is but a blind following: with them, it becomes a rational, intelligent existence. Hence every elementary course of study should embrace the data and technical terms of the physical sciences, and should give a clear insight into the methods of investigating scien-

tific truth. Nothing, I believe, gives such exercise to the perceptive faculties and such discipline to the reason, as the study of nature and of natural phenomena. Botany, the laws of motion and machines, the molecular forces, and the chemistry of the atmosphere, as connected with animal and plant life, should have an important place in every grammar school course. Oral instruction, mainly, should be relied upon to communicate this knowledge, and hardly any limit can be placed upon its extent and usefulness. The school should be well provided with apparatus for the illustration of every principle taught. Much better apparatus without text-books, than text-books without apparatus.

In general, I might say that I know of no text-books which are just adapted to the different subjects, as I have treated them. This is not much to be regretted. Too often the letter killeth; while the earnest, intelligent spirit of the teacher never fails to arouse thought and life. Let the pupil have reader, grammar, arithmetic, algebra, geography, and history, with plenty of paper and blank books; let the school be provided with dictionaries, cyclopedias, and reference-books on special subjects, with such selections of general literature as are possible; and no difficulty will be experienced in securing the best results.

I have made no mention of vocal, physical, and artistic culture, as developed in music, gymnastics, and drawing. It seems hardly necessary to do so, for when the school has entered upon the other work I have described, these will follow as naturally as the flower follows the leaf.

When the work thus briefly outlined has been well done, it will be time to discuss the next steps of grammar school work. I do not believe that many of our smaller union schools can do more. The grammar school — I can not repeat this too often — is essentially the school for the many, and not for the few. It should devote its best energies to those things which are for every one to know. When any advance is made in the extent of the course of study, it should not be one-sided and spasmodic, but natural and symmetrical. We are promised an elevation of the University standard, to the extent of two years' work, within the next ten years. The high school will make a corresponding advance; and it will be all we can expect of our grammar schools, in addition to what I have above indicated, to take upon themselves the work of two years of our present high school course.

I am aware that much of this will be generally realized only in the far-away good time coming; that there stands arrayed against these weak theories a line of giant facts, such as the lack of professional education on the part of our teachers, the tendency to hobbies in matters educational, the ambitions of our younger teachers for high school work, and the senseless rivalries of many of our smaller towns. Still, I am, with much faith, waiting for the day to dawn when each township district in our State shall have its grammar school, of far higher grade than I have here marked out, surrounded by a thoroughly organized system of primary schools; when each county shall have at least one

gymnasial high school, attracting to its scholarly halls the graduates of the grammar schools within its jurisdiction, and sending them on to the University prepared to profit by its high and generous culture.

Whether all this shall be realized or not, let every grammar school do only what it can do well, leaving the after-development to the high school and the university — to books alone, if need be — or, at the worst, to the hard knocks and jostlings of man with man, and man with nature — and it will have performed a mighty office for the coming generations of our State.

Several prominent educators present were now called out by President Doty, and made brief addresses.

The Hon. John D. Pierce, of Ypsilanti, ("Father Pierce," Superintendent of Public Instruction in this State thirty-five years ago,) said he was glad to meet this gathering of teachers, and to mark the earnestness and enthusiasm pervading the address to which he had listened. But he would interpose a word of caution. In all these proposed improvements it is important to survey the ground, to see how much can safely be accomplished. It is of the first importance to keep the people with us, and to educate them up to the standard to be attained. The people sometimes complain of the expense of the public schools.— Let them stop for a moment, and consider what the school system of Michigan has done for the State. Consider the surpassing excellence of her system of public instruction. She has far outstripped neighboring States in the increase of her population during the past ten or fifteen years, and the wealth that has been brought by these new comers, attracted by the advantages named, has been more than sufficient to pay all the cost. See our University, which has outstripped Harvard, Yale, and others, in the number of its students. See our normal, high and other schools, which have attained a proud position among the institutions of learning in the land.

Prof. J. S. Estabrook, Principal of the State Normal School, had but a word to say, in addition to the congratulations he desired to offer to his fellow teachers here assembled. With respect to the "ideal school," the idea of home or family government, instead of the present school discipline, etc., which had been presented in the papers read, there has really come over the public mind, of late years, a change in the direction indicated. It is true that teachers do sometimes cause disturbances in a neighborhood or school, and are sometimes the occasion of opposition; but these things are becoming more and more rare. Teachers should labor earnestly to secure a hearty co-operation on the

part of parents, and to allay any strong prejudice that may exist without reason against the system. With respect to this "home government," or an "ideal school," he would ask if home or family government is not a despotism also. Do we ask our children's consent in any matter of obedience or of punishment? Clearly the same conditions hold here as in the school; and if, as it sometimes happens, a child rebels against the parent, what shall be done? Shall we govern the child without his consent, or shall we insist upon his consent?

Colonel William D. Wilkins, of Detroit, being called upon, said he was taken wholly by surprise and had no speech to make, but he could bear his testimony to the honor and responsibility of the profession.—He could conceive of no higher or more honorable occupation, in this day and in this country, than that of the teacher. To the men and women teachers of our country are committed the vital interests of the land. With these, and with our admirable and unequaled system we are safe from every danger; we can behold without fear the convulsions and upheavals of other lands; we can look unmoved upon the crash of empires, and can feel and know that no such dangers can assail us.

The President announced that arrangements would be made, probably, to have the proceedings of this meeting, with the papers read, published in THE MICHIGAN TEACHER.

Invitations were extended to the Association to visit the gallery of the Western Art Association, Prof. Sill's museum of natural history, and other places of interest in the city.

Adjourned to half past two P. M.

THURSDAY AFTERNOON, 28th.

The Association listened to an elaborate essay by Prof. D. C. Scoville, of Bay City, upon

THE MANHOOD OF STRENGTH AND GENTLENESS.

We have only the following extract:

He [the Icelander] sings of the great god Thor, the Thunderer, who lowers his angry brows over the cliffs, and hurls his thunder-hammer on the affrighted earth. A most wonderful god, this Thor, god of Norseman worship and Norseman song, god of thunder and of bounteous summer heat, of whirlwind and zephyr, of rugged strength and gracious gentleness! Does the Icelander see the polar heaven hang black as midnight with gathering storm? He knows it is Thor coming to chastise the earth for its guilty companionship with impure va-

pors and unclean things of air and soil and sea. A half-hour later, does he see the southern sky, clad in its cleansed garments, shine serene as an angel's thought, beautiful as a bride at the gates of morning? He knows it is the face of the Thunder-god smiling upon the earth chastened in benign benediction. Blue-eyed Thor, holder of thunderbolt and sunbeam! Him will I worship, to do homage to the Norseman's god. Him will I take as my type of God, and hence of man. This afternoon, then, ladies and gentlemen, I present to you this Scandinavian god as my type of man, offer him to you because I find in him the essentials of the manhood of to-day. Not Hymir, the terrible god of earthquake, rocking earth and sea in his maddened might. Not Balder, god of sweet and gentle presence, his garments the fire-textured sunbeams, his face like the morning sun on the hills of the orient in calmest benediction. Neither of these is he whom I present to you to-day; but I ask you to have reverent regard to one greater god than this twain — the god of the dark brow and soft blue eye. Not Hymir do I take, even in this age of strong upheaval and convulsions, of moral world-quakings and social fabric-tumblings.— More than Hymir do we to-day need. The strength of destruction is not sufficient: there must also be a strength of resurrection. Not Balder do I take — him of the tender eye and voice of music and of the presence of perpetual summer shine. Not even him, in this age of growing gentleness and expanding sympathies, when brotherly love begins to show to be something really divine, and for the first time it is coming to be seen of angels and celestial dwellers that in His own image God made man.

Miss Isabella Thirkell, of Detroit, gave a class of children a model exercise upon Price's Mathematical Chart

The Association adjourned until eight o'clock.

THURSDAY EVENING, 28th.

Prof. Wm. B. Silber, ex-President of Albion College, and now Principal of the Washington School, in Detroit, gave an address upon

EDUCATION INSEPARABLE FROM CIVILIZATION.

We regret inability to present more than the closing paragraph:

Before concluding, allow me to allude to another feature which, I think, should characterize at least our earlier efforts in affording and securing a liberal, comprehensive, and symmetrical education. I refer to its domestic, its home character. Our children and youth should be taught to love home, and so to love it that it shall ever after be a source of pleasure to revert to it, and to dwell upon its precious memories. To this end our homes should be attractive: parents should be not only the heads, but objects of respect, obedience, and love. It is too much the case now that we have houses, and not homes; and parents are so much engrossed in business, pleasure, and fashion, that they

do not and can not train their children. In our anxiety to be considered respectable or fashionable, we forego the comforts and delights of a home, "be it ever so homely," and submit to all the annoyances and inconveniences of a hotel or boarding-house. In all that pertains to fashion, style, and etiquette, it has been too much the style of late to allow ourselves to be governed and dictated to by that nation (which, by the way, has no such word as *home* in its vocabulary) which now lies bleeding, humiliated, and conquered by that other nation whose glory is in its homes, its education, and its religion; and we trust the time has arrived when other than what is Parisian will pass current in the home, as well as in the fashionable world. . . . Let us make our homes attractive: let us educate our children, and especially our daughters, in all that is calculated to develop, discipline, and strengthen body, mind, and soul, and in whatever pertains to home duties and accomplishments, and so shall be especially fitted and qualified for the sphere which God designed she shoud fil.

Adjourned to nine A. M., next day.

FRIDAY FORENOON, 29th.

The Committee on Nominations reported as follows:

For President—Prof. J. F. Nichols, of Detroit.

Vice-Presidents—E. A. Fraser, Kalamazoo; A. Hardy, Grand Haven; C. B. Thomas, Battle Creek; D. C. Scoville, Bay City; H. Olcott, Marquette; Miss D. E. Henry, Grand Rapids; Miss M. A. Hall, Lapeer.

Recording Secretary—Miss M. Rose, Detroit.

Corresponding Secretary—Miss E. F. Thompson, Paw Paw.

Treasurer—Benj. R. Gass, Jackson.

Executive Committee—Jesse McIntyre, St. Johns; H. S. Tarbell, East Saginaw.

The report was accepted and adopted.

Prof. Silber, from the Committee on Resolutions, submitted the following, which were unanimously adopted:

Resolved, That in the large attendance upon the exercises of this Association, both of teachers and of the citizens of Detroit, we recognize an increasing interest, not only in the teacher's calling, but also in the cause of education.

Resolved, That in the papers which have been read in our hearing we have had evidence not only of excellence of style and composition, but sound and practical views, varied and useful hints and suggestions, and utterances bold, progressive, and forcible.

Resolved, That Michigan may justly be proud of her system of education, beginning, as it does, with the primary school, and culminating in the University; and that we regard any attempt to undermine or destroy it with suspicion, and as calculated to interfere with the best interests of our youth and the future weal of our country.

Resolved, That we listened with interest and satisfaction to the exercise of the class in mathematical calculation.

Resolved, That we will go forth to our respective fields of labor fired with a higher ambition and a more determined spirit than ever to raise the standard of education and our calling as a profession.

Resolved, That our thanks are due and are hereby tendered to the citizens of Detroit for their hospitality during our stay in the city; to the reporters for their full and correct reports of the proceedings of the Association, and also to Superintendent Doty for his efforts in making our visit to the city pleasant and entertaining.

The Treasurer submitted his report, exhibiting a balance in his hands of $125.12.

Discretionary power was voted to the Executive Committee to determine the place of the next annual meeting.

The Association then adjourned *sine die*.

— WE are too proud of our success, and too confident of the excellence of our school system. It has accomplished much, but has failed to give the people that culture necessary to the maintenance of republican institutions. A study of the people convinces me that their defects in language and character arise from wrong methods of teaching. There is too much dependence upon the memory, and too little exercise of the mind. Classes and schools are too large, and the teachers too few. The large school-houses remind me of barracks for soldiers, rather than places where children are to be taught. Large schools demand a discipline which produces a uniformity that cramps and represses many scholars. The teacher is obliged to teach too many subjects, and must be nowadays a living encyclopedia, in order to be successful.—Special teachers should be employed for different branches. The text-books are defective, and are mostly made by men who write as a trade rather than from knowledge. The teacher should be the text-book.—The children should be taught more about nature, and from the objects themselves. There should be instruction in physical geography and geology. Botany, zoology, and physiology should follow. Too much time is spent upon grammar. The living language, which is to be spoken, is all that is needed.—*Report of Prof. Agassiz's Address before the Massachusetts State Teachers' Association.*

— A MAN who is bitterly opposed to educational institutions, now proposes to abolish the electoral college.

Hints for the School-room.

TEACHERS often fail to keep informed of changes in political geography, and to instruct their classes accordingly. We once found an old text-book in use, which assigned *five capitals* to Rhode Island, and was unreliable in many other places; yet the teacher was hearing recitations in it, to all appearance, without correction. We have examined numerous teachers, of late years, who did not know that the territory in the northwestern corner of our continent, was not still "Russian Possessions." And do all teachers now teaching the map of Europe, note the recent changes in Italy and the eastern boundary of France — namely, the absorption of Rome by the Italian kingdom, and of Alsace and Lorraine by Germany?

Japan has just undergone a transformation. It has become a great consolidated empire, instead of a collection of feudal provinces. The name of the capital — probably the greatest city in the world — is now Yokio. The Mikado (Emperor) is sending abroad for the institutions of a later civilization. Minor details may be found in *The Independent* of the 18th ultimo.

We shall try to note geographical changes regularly, and any others that may affect the common text-books.

HOW TO SPEAK TO CHILDREN.

"You must be careful to use little words and simple expressions," says one. "You must speak as you would to adults: don't use baby-talk," says another. Neither is right, and yet both are partly right. A true teacher or talker to children can not "be careful" to use little words. We have heard men speak to children who were evidently going through a process of mental translation. It is always a dull, stuttering mode of utterance, and generally results in broken baby-talk.— But, on the other hand, children do speak and think in a different language from that of adults. A true talker or a true teacher accustoms himself to the society of children. When the habit is formed, he speaks to them naturally in their dialect. He could not use big book-

words if he were to try, when talking to a company of children. The whole secret is in sympathy. Every teacher ought to be able to live and think and speak without constrained effort, in the child's world.—*Wisconsin Jour. of Ed.*

HOW TO KEEP SMALL PUPILS BUSY.

It is not a very difficult thing to assign lessons, hear recitations, and contrive to keep busy the older pupils of a school, that have learned how to study; but to keep the "little ones" profitably employed is a task so difficult that but few, comparatively, have succeeded in accomplishing it. . . . A child needs a slate: it is *essential*. A pupil never, though he should graduate at the university, needs a slate and pencil so much as on the first day of school. A part of the first lesson should be to show the pupil how to form one or more letters; and when he goes to his seat, it should be his work to reproduce this lesson.

The child must at once be taught to write, for through writing will he do most of his school work for years to come. In no other way can a teacher so soon teach children their letters. In no other way can he so successfully teach them to spell correctly. In no other way can he so readily teach them to write, or to form sentences, or to use capitals. And last, but not least, in no other way can he teach them habits of industry and perseverance. . . . . Teachers are just beginning to learn that this *writing* is the best preparation, and in fact the only preparation, of a lesson that very young children can make. A word to the *wise* is sufficient.—*Indiana Sch. Jour.*

CORPORAL PUNISHMENT.—Prof. W. H. Payne closes No. V. of his articles on "School Management," in the *Kansas Educational Journal*, with the following:

"Corporal punishment is universally regarded as a disgrace; and, in cases where the propriety of its infliction is questionable, troubles, near or remote, are almost sure to arise. As a means of inducing caution, where it is so much needed, the following rules are suggested:

"1. Use corporal punishment only as a last resort, in case of grave offences.

"2. The pupil's guilt should be established beyond a doubt.

"3. As far as possible, both teacher and pupil should be free from passion

"4. The rod should never be applied to the body above the hips."

Current Topics.

THE report of proceedings of the State Teachers' Association, in this number, will be read with interest. It is the first time, we believe, that an attempt has been made to publish in full the transactions of our State Association; and the present effort, though not complete in its results, will, we trust, be regarded with some satisfaction. Should no better arrangement offer, a similar publication may be expected to follow each annual meeting of the society.

THERE was a singular paucity of discussion, and unusually few papers were read, at this meeting. We notice, also, a want of definite aim, of practical direction, in the general current of the proceedings; and venture to hope that the essays and addresses, the discussions and resolutions of the next meeting, to be held shortly before the assembling of our State Legislature, will distinctly mark progress, and prove a genuine force in educational legislation and work. Several topics may demand attention — as the preservation and improvement of the County Superintendency, the Township System of School Organization, the amendment of the Compulsory Attendance Act, and the adoption of some scheme for uniformity of text-books in the several townships or counties, or in the State at large.

That those who attended the late session were abundantly repaid, one may well believe after reading the report of its transactions.

PROF. WELLINGTON will scarcely expect his statements in the last lines of page 42 and the first of page 43, to pass unchallenged. We are clear in the conviction that every Christian teacher should have a church-home, a permanently organized means of Christian work. The school board, patrons, and pupils, may well demand that no sectarianism shall appear in his teaching; but they have no more right to make his church-membership or non-membership a condition of his employment or success, than to inquire whether he is a Nominalist, Realist, or Conceptualist in philosophy. When we rise from sectarianism to religion, the case is strengthened. A religion is spreading in the world that is universal, not ethnic, in its character; which, far more than any other, meets and satisfies the religious instincts of humanity; which alone supplies a faith by which man may live truly, may suffer and die. Shall not the educator of an immortal soul inform his teaching with its spirit, and at times clearly hold up its central truths?

The readers of his thoughtful and scholarly essay will join us in giving the new Principal of the Detroit High School a cordial welcome to the work.

PROF. HARROWER'S paper was justly complimented at the Detroit meeting. It is the clearest exposition of our "Union School" system, and presentation of its defects, that we have seen; and it should be in the hands of every conductor of a graded school, Superintendent and Board of Education, and every legislator, in the State. Let it be read and circulated. We hope it will incite to thought, discussion, and, still better, to action.

ERRATA.—On page 42, third line from the bottom, for "were," read "was." This is the compositor's error, of course. Page 57, first line, omit "this adjusting of the individual to the world and the race."

THE meeting of the State Association of County Superintendents has been postponed to February 20th and 21st. It will assemble in Port Huron.

IN MEMORIAM.

CURTIS.—Professor ALLEN J. CURTIS, A. M., formerly an instructor in Kalamazoo College, and more recently Assistant Professor of Rhetoric and English Literature at the State University, died at his father's house in Shelby, Macomb county, on the 28th of December last, of consumption. He was only thirty-three years old, but had already accomplished much in literature and education. He was graduated at Kalamazoo College in 1860, and pursued post-graduate studies at the University. In 1866, his failing health obliged him to resign his professorship, and he had since sought the means of recovery in Europe, Minnesota, and elsewhere. Prof. C. K. Adams contributes to the University *Chronicle* a tender tribute to his memory.

THOMPSON.—HENRY W. THOMPSON, Principal of the Union School in Cambria, Hillsdale county, died at that place on the 7th ult., of quick consumption. We know nothing of his professional characteristics or career; but his life derived peculiar interest from the facts that he had been rescued from the "little wanderers" in the streets of New York, and brought to the West by the Howard Mission; that both his parents and nine brothers had fallen by the same "fell destroyer;" and that, so far as he knew, he had not one surviving relative.

BOTSFORD.—Mrs. S. MARIA BOTSFORD, wife of George H. Botsford, Esq., Superintendent of Common Schools for Hillsdale county, died at her home in Hillsdale, on the 13th ult., of consumption. She was born in Seneca Co., New York, Oct. 20th, 1820. A local paper says:

"Thirty-six years ago she united with the Presbyterian Church, and since that time has remained an active and much-loved member of that Church, and by her many Christian virtues, won the love and esteem of all who knew her. She was a zealous worker, and up to within a short time of her death, was teacher of the infant class in the Sabbath School of the Presbyterian Church of this city.

Educational workers throughout the State will extend heartfelt sympathy to their venerable brother in his bereavement.

THE MICHIGAN TEACHER.

Volume VII. . . . . NILES, MARCH, 1872. . . . . Number 3.

SCHOOL GOVERNMENT.

BY J. M. GREGORY, LL. D.

[Concluded from the January number.]

THE governing *forces* of the school-room may be divided into two great classes: the *personal* forces, or those which lie in the person and character of the teacher, and the *systematic* forces, or those which reside in the order and arrangement of the school. The mistakes and failures in school government have often arisen from the disregard of this latter class of forces, and from a too exclusive reliance upon the personal power and influence of the teacher.

I. The *personal forces* are the following, viz: Mind-force, Will-force, Love-force, and Physical Force.

1st. The Mind or Thought-force mainly exerts itself through the plans and material contrivances it calls to its aid, and which belong, properly, to the systematic forces; but there is a power in mind itself to inspire respect and command obedience. The teacher that exhibits high learning and talent, will win from his pupils a veneration which will add weight to his authority, especially if coupled with a becoming dignity and kindness. The keen-witted teacher, who is quick to detect and expose mischief, has a still further power in the belief he excites in his pupils that it is impossible to deceive him. But Mind-force, unsupported, can accomplish but little. Splendid scholars and men of great talents often utterly fail as governors of schools.

2d. The Will-force is of much larger power. A strong and steady will is the very quality of a true governor. The pupils of a school soon learn whether they have over them a person of weak will, whose purposes waver, and whose commands are not likely to be enforced, or one that never turns aside from his plans, and never stops short of their accomplishment. To the strong will they yield, as to an irresistible force. The main qualities of a true governing will are these: — steadiness, calmness, energy, and endurance. The steady will does not act by sudden impulses, caught by some fancy, or stirred by a burst of passion. It pursues its resolutions with even tenor and unvarying strength. Calmness, another prime quality, stands opposed to the loud, boisterous energy with which some strong wills manifest themselves, and by their rough and rasping manner arouse the very opposition they seek to overcome. But the quality of energy must not be wanting. However kind or calm in manner, the will should urge forward its purposes, not only with a steady determination, but with an energetic power born of the double sense of right and duty. Finally, the will that endures, that never relinquishes its purposes, when deliberately and wisely taken, that does not tire with difficulties nor cool with delays — this is especially the will that governs children. Once convinced that they are dealing with a will stronger and more enduring than their own, they soon learn that resistance is useless, and cease to contend.

How strongly these qualities stand in contrast with those of the weak and poor governor. Moved by sudden impulses of reform, or fired by some hasty outburst of passion, he makes a rule to-day which he forgets to-morrow, threatens what he has not the patience or the power to execute, and coaxes for an obedience which he has not the firmness to command. Weak and wavering, he is alternately strict to severity and lax to indifference. His pupils neglect to obey, because they count confidently on his forgetting what he commanded, or on some change in his purpose, or weariness in executing it. He punishes in a passion, or compromises with disobedience, to avoid a too wearisome conflict; his well laid plans of instruction are never carried out, and the order of his school finally goes down under the burden of its accumulated weaknesses and failures.

It is not to be understood that the strong and true will governs by mere dint of willing, and without the aid of wise laws and systematic plans.

3d. The Love-force in governing is the attractive power which good will and kindness in a teacher exert over his pupils. Its two main elements are kindness in intention and kindness in manner. Genuine good will, seeking earnestly the well-being of the pupils, and exerting itself in a manner at once kind and unaffected, has an almost magic power to tame rude and rebellious spirits, and to win obedience to the requirements of the teacher. But he who attempts to rely on this power alone for the government of a school, will soon find that youthful appetite and passion are often stronger than gratitude, and that kindness degenerates into weakness when not supported by authority. The Will-force and Love-force should never be disunited in government. The one is the iron hand, and the other the velvet glove — or, better still, the one is the impelling centrifugal power, and the other the attracting centripetal force, which hold the school to its daily round of duty and order.

4th. The Physical Force of the teacher is the war power of the school-room. It is the dread dernier resort, and will be rarely, if ever, used by the wise and humane teacher. The knowledge of the existence of this power gives to the teacher's words weight and authority, but it is questionable whether its actual use does not always work more injury than good. It tends to brutalize the feelings both of teachers and pupils.

Such, then, are the personal forces belonging to the teacher, and available in the government of a school. They may be improved by use and culture; but, even when they exist in the higher degree, they are rarely adequate to the constant strain and heavy burden of the daily government of a large school. He who relies wholly upon his personal powers in the government of his school, will often fail. The task returns too incessantly, and wearies by its perpetual strain the sternest powers of endurance. In this, as in its other great works, a true wisdom will seek to ally itself to the great mechanic forces lying in nature.

II. The *systematic forces* in government bear the same relation to the personal forces that machinery does to the hand that builds and controls it. The vast and unwearying forces of nature submit to be made the slaves of the thinker, so soon as he has contrived the harness of machinery in which they can be thralled. A child's hand may do the work of a hundred men, if you will but give him steam for his ser-

vant and a machine fitted to his task. So in school government, system, which is but another machine, lends a new power to the teacher, and brings the silent forces of mental nature to the service and assistance of his will.

The systematic forces in government are these, viz.:

1st. The neatness, order, and arrangement of the school-room and furniture. Neatness in external things begets a sense of order and propriety. The orderly and convenient arrangement of the room and furniture not only helps this effect, but helps to prevent the noise and confusion incident to the movement of the classes in an ill-regulated room. A school-room kept persistently neat and in order — every bench, and cap, and book, broom, and chalk, and chair, in place — will be found a powerful adjunct in the government.

2d. Another of these systematic forces is the careful and wise distribution and seating of the pupils, such as will give each the most room, and favor the general movement. This will claim the careful study of him who would govern easily.

3d. The movement of the school and of its several classes, is a third element of governing power. A good school, like a great army, must be drilled to precise, prompt, and well ordered movement, if it is to be made obedient to every word of command. At appointed signals, each class should be required to rise promptly from their seats, to stand in order, and to move in files with precise step to the recitation. In like manner should the classes return to their seats, and the entire school move out of or into the house. Among all the systematic forces there is no mightier one than this, nor any that has helped more to introduce good order into the schools.

4th. The systematic arrangement of the times and work of the school is another element of power, and helps to hold the wild natures of childhood to regular effort and wholesome quiet.

5th. Finally, the introduction of well-considered plans and methods into all the affairs of the school, its interruptions and recreations, as well as its studies and recitations, — into the entire ceremonial of the school-room, — will be found of perpetual utility in the maintenance of good government. The system that is most complete, that comprehends the most elements and leaves the fewest unprovided for, will be found most powerful.

It would be difficult to overstate the value of these systematic forces. Silent and calm, and perpetual as the great force of gravitation,

and, like that, holding all things in benign and peaceful order. It is doubtful if our larger schools could be governed without their aid.—Supplementing rather than superseding the personal forces, they add to these latter a might not possible to them when not thus aided.

Of the principles which underlie and control school government, the following may be stated as among the most prominent and practical:

1st. Since the government is a co-ordinate part of the educational work of the school, and equal in importance to any other part, it should never be sacrificed for any other. The teacher should never allow himself to be too hurried or too busy to keep order.

2d. The good order of the school being disturbed by any cause, however slight or accidental, all other work should be suspended till this order is restored. This follows both from the relations of the government to the other work, and from the intrinsic value of good order.—As a practical rule for the school-room, none can exceed this in value and usefulness. A silent pause in the teacher's work will usually bring the noisiest school to quiet again.

3d. The teacher, as teacher, is bound to govern, since wise governing is itself the highest style and act of teaching. And as he is bound by duty, so he is vested with full authority to govern. These two — the *right* and the *duty* of governing — ought to fortify every teacher for this work.

4th. All the methods and rules of government should be chosen with reference to their educating influence, that being counted as wisest and best which secures not merely the readiest present obedience, but the best final effect. Not what will conquer merely, but what will correct and cultivate, should be the question.

5th. Government, like other educational agencies, should be graded to the ages and wants of the pupils. Very young pupils may be governed by a simple appeal to the affections; older ones need the curb of authority; while the oldest can be reached and restrained by argument addressed to the reason and conscience. No wise teacher will govern little children and young men by the same sweeping rules.

6th. Since school government seeks to educate its pupils to self-government, it should endeavor to lift them from the obedience yielded to external restraint to that which springs from the inward impulse to duty, and should never count its work as fully done, till they are able and willing to govern themselves, and to live law-abiding lives.

7th. Finally, no element of order, and no sentiment of justice, be-

neficence, or duty, which is needful in society, should be wanting in the government of the school. What we would have appear in the State must be planted in the school-room.

The offences against school government, various as they are, may be classified into those which arise from childish carelessness and neglect, or from the mere exuberance of childish activities, and those which spring from evil passions and associations, and which show malicious intention. Or they may be divided into those which consist in neglect of school duties, and those which are willful infringements of school rules. No principle is plainer than that punishments should conform to the character of offences. He who treats an error or a weakness as a crime not only commits a cruel injustice, but goes far towards transforming the errors into crimes. Insulted innocence easily changes to malignant mischief.

The penalties allowable in the school-room are of two kinds:

1st. Privative; as the loss of privileges, of standing in the classes, of recess, of seat; the forfeiture of right to recitation, or to attendance; and the loss of property by fines, etc.

2d. Personal inflictions; as reproofs, extra tasks, marks of discredit, confinement, disgrace by expulsion, and corporal punishment.

In the wise choice and adaptation of penalties to offences lies one of the chief difficulties of school government. Whatever be the rule in the State, in the school all punishment should be reformatory. And no wiser general rule of government can be given than to follow nature, or God as he governs in nature. In the divine government of man the penalties are always closely allied to the offence, and they constantly rise with the character of the offender. In all effective punishment certainty is of much higher value than severity, though a due proportion must always be maintained between the terror of the penalty and the power of the temptation it is designed to counteract.

Considering, finally, the vast importance of a proper government of our public schools, the foregoing remarks may well be urged upon the attention of school officers and teachers. If we would save our schools from frequent and fatal failures, they must be well governed. If we would have a loyal, law-abiding population, we must teach obedience to our youth. If we would save our children from the fearful thralldom of their own untamed passions, and fit them for the enjoyment of a rational and regulated liberty, we must train them to self-control, and rear them to the noble attitude of self-governed souls.

ADMISSION TO THE UNIVERSITY.

WHAT IS REQUIRED IN MATHEMATICS.

BY EDWARD OLNEY, PROFESSOR OF MATHEMATICS IN THE UNIVERSITY OF MICHIGAN.

SINCE many of the high schools of the State are fitting students for the University, it seems important that there should be some means of communication between the instructors in the University and those in these schools; and as you, Mr. Editor, have requested us to make the TEACHER that medium, I gladly accept the offer.

All students admitted to the Department of Science, Literature, and the Arts, are required to possess some knowledge of Arithmetic, Algebra, and Geometry.

IN ARITHMETIC,

It is most important that students be well acquainted with the Fundamental Rules, Fractions, Common and Decimal, Denominate Numbers, Percentage, with its ordinary applications, Proportion, Involution and Evolution.

The examinations for admission have heretofore shown, in the case of a majority of applicants, a fair preparation in the Fundamental Rules and Common Fractions. Deficiency in Decimal Fractions and Evolution is very common. Very many fail in the matter of "pointing off" in Decimal Fractions, especially in division and evolution.—A very small minority only, can give a good, logical account of any processes, except those of Common Fractions. There seems to be an almost universal mistaking of telling *how* the thing is done, for telling *why* it is so done. This is equally true in Algebra. The student, having put his work upon the board, and being requested to "give

the demonstration," *almost always* goes through with a detailed statement of *what he has done*, and in many cases can scarcely be made to conceive what else is expected of him. Whereas he ought to think of nothing but giving a connected and orderly statement of the *principles* involved in the process, with only such reference to the process itself as is necessary in order to render his argument specific.

To illustrate what I mean, I will clip an example, with its accompanying so-called "analysis," from one of the text-books in common use in our schools.*

2. Divide 18149 by 56.

OPERATION.

56) 18149 (324 $\frac{5}{56}$ *Ans.*
168

134
112

229
224

5

ANALYSIS. As neither 1 nor 18 will contain the divisor, we take three figures, 181, for the first partial dividend. 56 is contained in 181 3 times, and a remainder; we write the 3 as the first figure in the quotient, and then multiply the divisor by this quotient figure; 3 times 56 is 168, which subtracted from 181, leaves 13; to this remainder we annex or bring down 4, the next figure of the dividend, and thus form 134, the next partial dividend; 56 is contained in 134 2 times, and a remainder; 2 times 56 is 112, which subtracted from 134, leaves 22; to this remainder we bring down 9, the last figure of the dividend, and we have 229, the last partial dividend; 56 is contained in 229 4 times, and a remainder; 4 times 56 is 224, which subtracted from 229, gives 5, the final remainder, which we write in the quotient with the divisor below it, thus completing the division.

Now, by the closest scrutiny, can anything be found in this but a detailed statement of *what* is done? As a model for the explanation which a pupil should give at the blackboard, it is not only worthless, but absolutely pernicious. If the student can do the work, he can of course tell how he does it; hence such a statement as the above is useless, and, in so far as its repetition leads him to think he is giving a mathematical demonstration, it is positively vicious, for he is doing no such thing.

What is wanted, is that a student should do his work *neatly*, and with *despatch;* and then, when called upon for an explanation, that he should, at his own instance, state the reasons for each step in the process, connecting the whole with antecedent principles, definitions, or axioms. He should not only be able to give the reasons when asked for them one by one, but he should be trained to the *habit of giving* them, in good order, as the staple of his talk at the board.

*If any one should recognize the source of this example, let him not think that it was my purpose to make invidious distinctions: as good (or bad) illustrations are found in many of our books.

IN ALGEBRA,

ALL STUDENTS will hereafter be required to have a reasonable acquaintance with the subjects treated in my COMPLETE SCHOOL ALGEBRA; viz., the Fundamental Rules, including Factoring, Highest Common Divisor and Lowest Common Multiple, Fractions, *a thorough knowledge* of the Calculus of Radicals, Simple and Quadratic Equations, Ratio, Proportion, and the Progressions, and an elementary knowledge of Logarithms.

The failures are most frequent in Factoring, Calculus of Radicals, and Quadratic Equations. Very few seem to know anything about the reasons for the processes in the Calculus of Radicals. For example, if asked to multiply the square root of 3 by the cube root of 2, while perhaps most could do it, not one in twenty could give any satisfactory explanation of the process. As for such examples as the following:

$$\text{Show that } \frac{(x^2+y^2)^{\frac{3}{2}}}{x^3} = (1+\frac{y^2}{x^2})^{\frac{3}{2}}; \text{ or}$$

$$\text{Show that } \frac{a+bx-\sqrt{a^2+b^2x^2}}{a-bx+\sqrt{a^2+b^2x^2}} = \frac{\sqrt{a^2+b^2x^2}-a}{bx};$$

a large proportion would fail to solve them.

That $a^{\frac{2}{3}} = a^{\frac{4}{6}}$ or $a^{\frac{8}{12}}$, etc., most would *affirm*, but not one in fifty could tell *why*. In fact, such as have any thoughts on the subject, generally have *wrong* thoughts: they do not see why the ordinary explanation that $\frac{2}{3} = \frac{4}{6}$, when they are used as Common Fractions, does not answer here.

Now, it is utterly impossible for a student to go forward in his mathematical studies with satisfaction and profit, unless he can operate readily with all the ordinary forms of algebraic expression.

Another weak place is usually found in the reduction of equations containing radicals; such, for example, as

$$\text{Solve } 2\sqrt{b+x}-\sqrt{4a-x} = \sqrt{x}; \text{ or}$$

$$\text{Solve } \frac{\sqrt{x+a}+\sqrt{x}}{\sqrt{x+a}-\sqrt{x}} = c.$$

Then, again, few have any clear notions as to when they can effect the solution where there are two simultaneous equations, one or both of which are affected quadratics. Thus, the following generally bring candidates to their wit's end, or a little farther:

Given $3x^2+xy = 18$, and $4y^2+3xy = 54$,

Given $x^2+xy+4y^2 = 6$, and $3x^2+8y^2 = 14$;

Given $x^2+y^2 = 52$, and $x+y+xy = 34$;

Given $x^2+y^2+4\sqrt{x^2+y^2} = 45$, and $x^4+y^4 = 337$; etc.

All that was said above with respect to the giving of reasons for processes, applies with still greater force to Algebra than to Arithmetic, and comes from a similar cause; viz., they have made a fatal mistake in confounding a *statement* of a process with a *demonstration* of it.

Candidates for admission are required to know the Binomial Formula, and how to apply it for the development of binomial or polynomial expressions affected with any exponent, positive or negative, integral or fractional; but they are not required to know its demonstration.

IN GEOMETRY,

ALL STUDENTS are required to have a thorough acquaintance with Plane, Solid, and Spherical Geometry, as contained in my ELEMENTARY GEOMETRY, Parts I. and II., or its equivalent from other authors. This means a knowledge of the Geometry contained in the text-books in common use, as the *nine* books of Davies' Legendre. They are expected to state propositions and definitions readily, and demonstrate them. The *problems* they are required to *construct* (not merely tell how to do it, but actually *do* it) with neatness, giving the reasons for the methods used.*

For some unaccountable reason, it has become the custom in some schools to *omit the problems* in Geometry! This is the play of Hamlet, with Hamlet left out, most assuredly. It would seem that no one having the slightest conception of the geometrical spirit, could ever have dreamed of such a thing.

The student should not only be able to tell how to bisect an angle, find a mean proportional between two lines, divide a line in extreme and mean ratio, find a square equivalent to a given polygon, etc., but he should be able *to do it neatly, drawing every line on correct geometrical principles*, guessing at nothing.

In all subjects, definitions and the statement of principles should be given with the utmost precision.

*N. B. At the examinations in June and September, 1872, only Part I. and the first chapter of Part II. of my Geometry will be required of classical and Latin and scientific students. Scientific students will be required to have the measure of preparation specified above at these examinations: at the examinations in June and September, 1873, the requirements for ALL students will be as above.

The statement in the Calendar, that students in the Scientific course will be examined in the 6th, 7th, and 8th books of Legendre, is an error. Only Parts I. and II. of my Geometry are required.

TEACHING NATURAL HISTORY.

BY W. J. BEAL, PROFESSOR OF BOTANY AT THE STATE AGRICULTURAL COLLEGE.

TWO Juniors in good standing, in a college not in Michigan, were requested to bring into the class the heart and lungs of a pig.—They had recited the day before, and seemed to fully understand all about the subject. They were able to describe the circulation of the blood in the most approved manner, from the right auricle around to the point of starting, naming the divisions of the heart, with the valves and chief veins and arteries. After cutting off the pericardium and opening the heart, they were unable to tell the right side from the left, to distinguish an artery from a vein, or to find any of the valves. They did know which were the lungs, and could blow them up; but they did not know what those little blue things were (pointing to the auricles) on the big end of the heart. They were thinking about cutting them off and throwing away, before bringing into the class.

Fifteen minutes of explanation, in discussing the parts before the class, would have made a better and more lasting impression than an hour or two of hard study of the best text-book. Children from four to sixteen years of age will stand all absorbed with wonder and delight to see a chicken or rabbit dissected, and will easily learn the names and functions of parts that are pointed out to them. Cut a piece out between the pectoral fins of a live fish, and show the beating heart which is pumping the blood to the live gills. A few words in connection will make it all plain to the mind of the pupil. The writer could give a long list of instances in which he has known students to learn well all the book said about animals, plants, fossils, or minerals, and afterwards they were unable to recognize the objects which the text illustrated and described.

Books on natural history are necessary, but their use is often abused.

In nature, book-knowledge is a very poor basis of culture. Many teachers do not know how to get along with classes, unless every lesson is assigned for them to dig out of a book. They have an inbred, erroneous impression that a pupil can not improve his time in school, unless he is studying a book or reciting from a book. This method of study may be best in some departments, but it is not so in the study of nature. Is it not better for a pupil, in a few moments, with little study, to acquire knowledge accurate in all respects, than to work long and hard, and then be disheartened as he finds he does not recognize the objects about which he has been studying.

The plan of giving object-lessons is a move in the right direction.—It ought to be carried into all departments of teaching science, as far as practicable, allowing pupils some time to examine and think over everything they can discover about a specimen. They should study objects or specimens more, and books less. I think there is much time wasted in the school-room. Children, as well as teachers, are kept too long at a time, too many hours a day. They are all overworked. We want fewer pupils to a teacher, and not over four hours of school per day. With teachers properly trained to give more attention to Natural Science, and less to Arithmetic, Grammar, and Geography, there would be more knowledge gained and fewer blockheads — more interest in school and fewer cases for discipline. I only repeat what some of our best educators have already said, that there is much time worse than thrown away in studying some of what are styled the common school branches. A lad of ordinary intelligence will learn as much Arithmetic or Grammar in one school year, at the age of fourteen, as he will acquire by constant digging from five to fourteen. By the short course he saves time for Natural Science and other things, saves books and much patience of teachers. Who does not know hundreds of pupils who are wearing out their arithmetics in one place? They learn tables and ciphering over and over, forgetting and learning as many as ten times. When they learn tables for distance, they should be required to measure, with cord or poles, the dimensions of objects in the school-room and in the yard. Wine measure and dry measure will be comprehended and remembered, if the pupils are required to measure up water and sand, or other substances, as they learn the tables. The same is true of most other tables usually learned by rote.

When the pupil does not understand a subject, he becomes discouraged, and often acquires a dislike for school. Generally, the blame lies

in the method of instruction, and not in the scholar. Our schools need more practical demonstrations: our teachers need to be taught some of the common things all around them — taught how to observe and how to dissect. I believe much of the time of teachers' institutes during summer could be most profitably spent under the guidance of a competent naturalist, who should allow each to use a compound microscope to see objects which he was taught to prepare for himself. Some time also might be taken in dissecting larger parts of plants and animals, which are often mentioned in books, but are seldom correctly understood. Once properly started in a few of the elements, and it is quite easy to go alone.

No one with mere book knowledge is competent to teach any part of Natural History. Why not try this year, in some Michigan institute, to instruct teachers in some of the subjects mentioned? Lecturing and quizzing will not take the place of manipulation.

AFTER SCHOOL.

The blackboard stands covered with symbols,
  The crayons lie idle beside,
And the yellow leaved volumes around me
  Hold silent the truths which they hide.
There 's a hush which is wholly unbroken,
  Except by the pendulum's tone,
While the clock on the wall is repeating
  "The teacher is left alone!"

Alone. Not a loiterer lingers;
  The school-room is vacant at last;
But the shadows hang thick round the corners,
  And daylight is vanishing fast.
Alone. Even Charlie has left me —
  But he went away angry, I know;
For I heard the door slamming behind him,
  Soon after I said, "You may go."

His lesson was only half finished,
  And yet he is active and bright,
So I kept him full sixty long minutes,
  To learn it more fully to-night.
I tried to explain every bearing
  Of pyramid, prism, and cone;
But Charlie was angry and restless,
  And so I was working alone.

I know that the chime of the sleigh-bells
Brought frowns for his lesson and me;
And so he went homeward this evening
As angry as angry c uld be.
"Tick, tick!" calls the clock just above me,
And the walls re-echo the sound —
The house is so empty and ghostlike,
With never a pupil around —
And I press my hand to a forehead
That 's throbbing with heat and with pain,
And wonder if all of my labor
Will finally be in vain.
Will Mary, who now is so thoughtless,
And whispers and troubles me so,
Be one day more thoughtful and gentle
[Because of the seed which I sow?

Will Charlie be braver and bolder,
More strong in life's battles so near?
Will he conquer more nobly and grandly
For the armor I 'm fitting him here?
It may be he 'll vanquish the error,
And marshal the ranks of right
On the glorious field of the victor,
One day, for the work of to-night.

If so, I will count myself happy.
That work is a labor of love
Which leads to a glorious future,
That ends in the rest above.

A TEACHER.

Mount Clemens, January, 1872.

— A FEW moments of reflection ought to be sufficient to bring every sensible man to see that the conditions of education are so essentially diverse that the same provision, in a limited degree only, is required for the two sexes. The question of mental equality does not enter into the discussion. It is enough to know that the aims of the two sexes in education are different: that their physical conditions forbid the same course of study at the same time with men: that their intellectual structure requires different instruction in many studies: and that, apart from all moral considerations, there are sanitary and physical reasons that will always interfere with the advantageous classification of young women with men during the period of college life. All intelligent parents understand this; and although one college after another may nominally open its doors to young women, and female seminaries may admit here and there a nice young man to their class-rooms, it

will be found practically to amount to nothing. Nature has made the ordinances that regulate the case, and it will come to that in the end. —*N. Y. Observer.*

SCHOOL ORGANIZATION, AND SPECIAL SCHOOLS FOR TEACHERS.

BY DUANE DOTY, SUPERINTENDENT OF PUBLIC SCHOOLS IN DETROIT.

PROF. Geveke,* a prominent educational man of New York city, has recently suggested some important modifications in our system of public schools. His views have a suggestive value, and are worthy of careful consideration. He thinks the whole nation should co-operate for the establishment of a thorough system of school instruction, from kindergartens to universities. The thoroughness of the system should be such that it would necessarily and rapidly absorb all private educational institutions. The flourishing condition of private schools in this country is in contrast with those of Germany, where the State schools have almost entirely supplanted the private schools. The German nation owes its prominence to the mental labors of her great teachers, her poets, her philosophers, and her schools. The establishment of free high schools is of far more importance than the establishment of free military schools. A comparison of the system of public instruction in New York with that of Berlin shows that in the higher schools New York is far behind. In Berlin there is connected with the University a department for the training of high school teachers; there are also two large normal schools for the training of teachers for the primary and intermediate schools, a polytechnic institute, and fifteen high schools. With such appliances for the training and instruction of teachers, it may not be a matter for wonder that the teachers of the Berlin schools, as a body, equal, if they do not surpass, any corps of teachers in any city of the world.

Prof. Geveke thinks it a serious fault that we should employ so few male teachers in our schools. In New York there are 2,030 female teachers and 176 male teachers; and in many of our Western cities

*We find this name given as *Gercke* in New York journals.—ED. TEACHER.

the proportion of male teachers is much smaller. While in the public schools of New York one teacher in twelve is a man, in those of Detroit the proportion is thirty-three women to one man.

As a cure for irregular attendance — one of the most serious evils connected with public schools — the Professor favors compulsory attendance of pupils from the seventh to the fourteenth year. He also favors connecting a normal department with every high school, to train teachers for the primary schools, and that a higher normal school department should be connected with a central State university.

A summary of his plan for a system of public schools is about as follows:

1st. The schools of all grades to be free.

2d. Attendance at school obligatory from the seventh to the fourteenth year.

3d. Religious instruction to be excluded.

4th. Regulations to be enacted for the (voluntary) absorption of all other schools.

5th. The public schools alone to have any claim on the public school fund.

6th. All schools to be subject to a general school law.

7th. No class, even in the primary grades, to contain more than fifty pupils (the average of Detroit for 1871).

8th. Teachers, as in Switzerland, to have a legal right to a participation in the general administration of the schools, even to the choice of boards of education.

9th. Teachers to be organized into associations or conferences for mutual improvement.

Our American system of public schools is a growth, beginning with the Pilgrims, and expanding to its present vast proportions. That it has features which, in excellence, render it superior to any system in the world, I fully believe; yet there are many things in the German plan which we could profitably imitate or incorporate with our system. For instance, in organization we are far behind the Germans. Our many excellent schools in Michigan sustain a sort of relationship to each other, while an organic relationship would be much preferable.— The best results come from organized effort.

Higher normal departments in connection with our universities, more normal schools, and thorough county and State associations of teachers, will do more than anything else, at present, to improve educational work. That our tendency is in the right direction is shown in the rapidly increasing number of State normal schools. Of such institutions, now in operation, Maine has three, Vermont three, Massa-

chusetts four,* Rhode Island one, Connecticut one, New York eight, New Jersey one, Pennsylvania eleven, Maryland one, Michigan one, Missouri two, Indiana one, Illinois one,† Wisconsin three, Iowa one, Minnesota two, Kansas one, Kentucky one, South Carolina one, California one, Nebraska one, West Virginia two; and, in addition to these, there are many county and city normal schools, and normal departments connected with high schools. Switzerland has 31 normal schools, and Prussia has 118. As large numbers of graduates of our colleges resort to teaching for a few years, it is a matter of surprise that they should have so few opportunities for special preparation for their work The mere possession of knowledge implies no ability to organize, govern, and teach a school; and if every university of our country would establish a department in which those students who desire to become teachers could receive instruction in the most approved methods of teaching, and in school organization and economy, I think it would prevent many serious evils. Special preparation seems necessary for the practice of law or medicine, and the blunders of lawyers and physicians are often more easily corrected than those of self-constituted teachers. Should a young man apply to a business firm, and ask them to engage his services for a year to attend to their law business, yet acknowledge that he had never studied the profession, but simply intended to *practice* it a year or two, to get means to enable him to study medicine, he would be regarded as a lunatic. I hope the day is not distant when American school boards and American communities will demand special preparation on the part of those who ask to assume the sacred responsibilities of the teacher.—*Detroit Tribune.*

*An appropriation of $75,000 has been made for a fifth, to be located in Worcester.—EDITOR TEACHER.

†A Normal University, with an endowment of $300,000. Illinois has also an efficient system of county normal schools.—E. T.

— AN American university, if it is to have the confidence of the American people, must be in some sense a Christian university; for this is a Christian, and not a heathen country. It may be more or less pronounced in its religious character, more or less comprehensive and catholic, more or less sectarian. But it can not repudiate Christianity andwin or hold the confidence of a Christian people. If it dispenses with "the hypothesis of a Creator;" if it does not honor the name of Christ; if it puts Jesus on the same level with Mohammed and Confucius, and the American people so understand it; — that university will be a failure.—*Independent.*

THE RELATION OF CIVILIZATION TO EDUCATION.

BY WM. B. SILBER, EX-PRESIDENT OF ALBION COLLEGE.

[Prof. Silber had the courtesy to prepare an abstract of his recent address before the State Teachers' Association. It arrived too late for publication last month, and we take pleasure in presenting it in this separate form.]

WHAT is civilization? From our childhood, such words as savage, barbarous, and civilized, have been as familiar to us as "household words." Guizot, speaking of civilization, says it "may be taken to signify merely the multiplication of artificial wants, and of the means and refinements of physical enjoyments." And is not this the sense in which many people understand civilization? This kind of civilization results from the increase of wealth, either by the slow process of industry, frugality, and economy, or, as of late, by its sudden and, in many instances, dishonestly obtained possession.

The author above quoted further remarks that civilization may also be taken to imply both a state of physical well-being and a state of superior intellectual and moral culture. Still, civilization is properly a relative term, and refers to a certain state of mankind, as distinguished from barbarism. Man is verily and emphatically a social being.—Were he isolated and alone, what opportunity would he have for the exercise of his reason, his affections — in fine, his mental faculties and emotional nature generally? Hence God, in his infinite wisdom and goodness, has provided for these wants of our nature in the domestic relations. But, much as we prize the family relation and its benign, humanizing, and elevating influences, were man limited to *it* only, he would still remain comparatively rude and uncultivated. It is in proportion as the social relations are extended, regulated, and perfected, that man is softened, ameliorated, cultivated. Now, there are various social relations combining to effect this improvement. Foremost among these is the state. And here we see the origin of the word civilization, viz., *civitas*, from *civilis*, and this from *civis*. Hence Mr. Trench observes that "a *civil* man once was one who fulfilled all the duties

and obligations flowing from his position as a 'civis,' and his relations to the other members of that 'civitas' to which he belonged."

In speaking of civilization, we almost instinctively associate it with the idea of progress, development. Now, this idea of development we invariably couple with improvement in civil life, which, as we have already seen, the etymology of the word indicates. Still, in the more extensive signification of which it is susceptible, it involves the development of individual life, the development of the human mind and its faculties, the development of the man himself.

If, then, civilization is comprised in the progress of society and the expansion of the mind and faculties of man, the question naturally arises, how shall this end be attained? We answer, by EDUCATION.—Education not in its ordinary and limited sense, however; but the education of the body, the mind, and the soul. Until lately, education has been entirely too limited in its scope and application. It has been made to comprehend certain subjects of intellectual pursuit, to the exclusion of others; and most of our efforts have been aimed at the development, discipline, and storing of the mind, at the expense of the health of the body and neglect of the soul. From an ignorance of the laws of our being, and a neglect to observe the rules of our physical existence, multitudes of our most promising youth have gone down to an early grave, or laid the foundation of chronic and incurable diseases, or, worse than all, become hopeless idiots.

In respect to intellectual training, the ordinary branches of English education derive their chief value in being available for the practical purposes of life. But we should not stop here. The primary object of most branches of knowledge is to develop, discipline, and strengthen the intellectual powers. No student ought to regard his or her education complete without a knowledge of the ancient classics and higher mathematics, the modern languages, the arts of speaking and writing, music, painting, and drawing, the various philosophies and sciences (so called), his duties as a citizen, and last, but not least, the *English* language. How often it occurs that one may speak "with the tongues of men and of angels," may "understand all knowledge," and be lamentably ignorant of his vernacular! I speak thus plainly and emphatically because I am becoming more and more convinced that most people are deficient in the orthography, structure, and rich stores of varied knowledge garnered up in the ample storehouses of our mother tongue.—When we remember its small beginning, how the ages have been pour-

ing into it all their stores of rich and profound learning, its copiousness, flexibility, power of adaptation, and expressiveness of all that is pure and true and lovely, we think ourselves not too sanguine in predicting for it a universal sway. It is the mint to which the words and phrases of other languages, having been brought and subjected to the coining process, go forth into the marts of the world, bearing the image and superscription of the pure article.

But there are other faculties besides those of the body and the mind. These also need to be trained. I refer to the moral faculties. Education can not be said to be complete unless the conscience and affections are developed; and this should be the highest and ultimate aim and object of education. It is certainly astonishing that, at the present time, when educational advantages are so wide-spread, and intelligence so generally diffused and appreciated, the culture of the heart — in other words, religious education — should be practically and, it may be, wilfully forgotten and neglected. In this regard the ancients, deprived though they were of the Bible, were in advance of us.

There is another feature which, I think, should characterize at least our earlier efforts in affording and securing a liberal, comprehensive, and symmetrical education. I refer to its domestic, its home character. Our children and youth should be taught to love home, and so to love it that it shall ever after be to them a source of pleasure to revert to it, and to dwell upon its precious memories. To this end our homes should be attractive: parents should be not only the heads, but objects of respect, obedience, and love. It is too much the case *now* that we have *houses*, and not *homes*, and parents are so much engrossed in business, pleasure, and fashion, that they do not and can not train their children. Let *us*, then, make *our* homes attractive. Let us educate our children, and especially our daughters, in all that is calculated to develop, discipline, and strengthen body, mind, and soul, and in whatever pertains to home duties and accomplishments; and so shall woman be especially and eminently fitted and qualified for the sphere which God designed she should fill.

— EDUCATION is a better safeguard of liberty than a standing army. If we retrench the wages of the schoolmaster, we must raise those of the recruiting sergeant.—*Everett.*

— EDUCATION, without religion, only makes clever rogues.—*Huxley.*

A FEW THOUGHTS.

BY PROF. JONATHAN HUNT, AUTHOR OF "THE COUNTRY TEACHER."

EDUCATION is knowledge and discipline. There is nothing in the philosophy of education separate from discipline and the law of habit. The Bible everywhere treats man as a creature of habit.—Correcting habits and forming new ones constitute the first and most important part of education.

There is a manual or discipline for the correction of every bad habit. This includes a different process for each case, and it is the duty of the teacher to discover the process for himself. A few hints may be useful. The military manual qualifies the recruit for the duties of a soldier. Under the law of discipline he becomes fearless, showing that habit is stronger than love of life. Parliamentary and religious forms have a tendency to make people subordinate. The gavel in the lodge and the call-bell of a school-house have their philosophical relations to order and subordination to authority. A certain amount of form is useful in a school-room, and no person can govern properly until he understands the workings of this law of childhood.

I can destroy any bad habit in a child, in spite of adverse influences that he may be under at home. The complaint that we are with the child only a few hours in the day, and can not change his habits, is a pitiful whining only intended to shirk our duties. Bad habits are natural, selfish, and malignant. Natural are those that remain after the transition from infancy to childhood. The child who leans on everything he comes near, puts different articles into his mouth, and meddles with everything that comes in his way, has only the habits of infancy passing from creeping to walking. The habit of wasting is natural.—The infant, from the start, has more food than it can possibly use: hence economy must be learned. Selfish habits arise from the necessities of child-nature. Every child knows its own rights by nature: it will learn others' rights only by being taught. Excessive love of approbation is also selfish. When the child is conscious of awkwardness

and bashfulness, he will attempt indifference and affect the clown, in order to hide his bashfulness. Hence "rowdyism."

Bad habits of the malignant kind are hereditary, and have their origin in the "correlation of forces." Parents are to blame. The father curses his luck, and the mother blames God for making her, a woman, and the children suffer. These habits can be changed, in a measure, while the twig is tender. "Train up a child," etc. I can give the process for each individual case, but have room for only one or two.—Is a child (or man) in the habit of leaving a knife wherever he may use it? Let him spend a few minutes in taking a knife from his pocket for some trifling purpose and returning it to his pocket. Here is the philosophy. For years he will think of this whenever he takes his knife from his pocket, and more particularly when he has finished using it. Does a child leave the door open in entering the school-room? Send him to the playground for no other purpose than to shut the door after he enters on his return. This is generally sufficient; but, if he is not yet cured, get him to go out and return half a dozen times for no other purpose than to establish this useful habit. To cure children of the habit of leaning on the desk, require them to stand by a desk for a given length of time without touching it, and to pass through the aisles without reaching out the hands to the desks as they pass. I have apples and nuts sometimes on my desk for several days, for no reason but to convince the children that they can keep from meddling. They are proud of it. I cure children of swearing by a process equally philosophical. So much for moral training. Now for the mental.

I still treat the mind on the "gymnastic theory." I am yet to be convinced that the mind is anything but muscle subject to all the laws of growth and development. "Cramming," "filling up," and "drawing out," are figurative terms, more poetical than philosophical. We may lose the symmetrical for the special; we may cultivate the memory to the neglect of the reason; or we may neglect the memory, and there may be too much original manifestation in the brain: but, in all this, there is nothing but motion—simple, compound, and complex motion. Now, the art of teaching should be as clear from mysteries as possible. "Every art should be learned as it is to be used." To learn to teach, look at the mother teaching her daughter to knit. The child feels curiosity, and wishes to imitate. She tries, is corrected; tries again, is criticized; tries again and again, and finally succeeds. The boy learns his work from his father in the same rational manner.—

Such teaching succeeds, because the child is not confused with useless abstractions before discipline does its work.

Written language is a pleasant, a very pleasant, mystery to a child. Webb's plan of teaching primary reading is a very great improvement; but he has made one slight mistake. It is true that the child's first natural effort is to distinguish one thing from another, "to tell a dog from a stove, or a lamp from either." It can soon learn the likeness of a doll to its mother; yet, if it were able, it would tear the doll to pieces to see what it is made of. It would not naturally wait six weeks, and spend the time tracing resemblances. Give a child a stick with a mortice and another with a tenon, and it will at a very small age bring them together. So, also, will it pull them apart and reunite them with an astonishing perseverance.

I never taught children to read naturally, as they talk, until I learned how from Webb's Cards. I depart from the chart-method only in a few particulars. I print on the blackboard, for children like to see things grow, and they are thus sooner taught to read from left to right. Present *words* to the child — first as the signs of ideas, then do not continue long with words without analysis. Next, see that the discipline of the mind resembles the first self-efforts. To remedy our irregular orthography, teach the use of a dictionary as soon as possible; but the teacher is really the dictionary until then. To correct bad habits in primary reading, never let them take form.

The advantage of training the young mind to think distinctly without using the organs of speech, will not be appreciated by teachers until they try it, and notice the effects on a child learning to read. It is a pleasure for me to train a dull pupil.

To make good writers, discipline must do its work. I have many pupils now, at the age of seven, who write letters readily — a few at the age of five years. Many of our first men among educators cling to the oral method of spelling, and assert confidently that any person who can spell well orally can spell well in writing, unless they do not pay attention. They forget that attention is a thing of habit, and requires discipline.

Authors of primary arithmetics are coming to the natural system — some faster than others. I use no primary arithmetics in school except the one in my desk. I get my lesson from that, and teach it.— Primary grammars should be used in the same way.

Monroeville, Ohio, January, 1872.

EDUCATIONAL MISCELLANY.

IT is clear that in the matter of education we are now taking a new departure. No one can study the condition of our colleges without perceiving how rapidly new systems are displacing the old, and how our most enlightened instructors are quietly settling the old feud about classical studies, not by degrading Greek and Latin from their time-honored eminence, but by combining with them all the new arts, and the practical modern sciences upon which so much stress has been laid in recent years. It is a sort of combination which would have been thought impossible a generation ago; yet every year shows it more and more successful, and the annual commencements become, in consequence, more interesting to the outside multitude, and less open to the little jokes of the irreverent. Thus the colleges are reforming themselves, and giving us a broad culture which looks equally toward intellectual strength and refinement and immediate utility. The great seats of learning are opening scientific schools, and expending their best energies to adapt them to the needs of the country. Practical agriculture, chemistry, mining, metallurgy, are taught with at least as much care and thoroughness as the theoretical sciences.—*N. Y. Tribune.*

DEAN Stanley said, in a recent address, that the solution of all educational difficulties is to find really capable teachers. He wished to impress upon those who had to go out to commence the work of teaching, that it depended on their exertions — on the amount of heart and soul which they could throw into their work, and on the amount of energy, and the power of imparting energy, which they could bring to bear — whether the education of the children in their hands should be a complete success or a total failure. The solution of educational difficulties depends not so much upon the questions talked about, as upon the character of the teachers that institutions are able to turn out.— The deepest impressions carried from childhood into manhood are impressions not only of what has been thought, but of the manner in which the instruction has been given.

THE worst habit we have, is the habit of partial sight. Instead of closely scrutinizing everything they see, the majority of men only superficially look at objects as they pass before them. Thus they become inaccurate witnesses in courts, inaccurate in their impressions of material objects in general, and fail when they attempt to imitate, because the images they strive to reproduce are imperfect. If, in early youth, children were taught to look carefully at everything, and to constantly test the accuracy of the perceptions obtained, we believe the habits of close observation thus acquired, would be of greater advantage than the result of any other mode of discipline now practiced in elementary schools.

THE faculty of imagining abstract relations is ordinarily quite feebly developed. Not reason, but imagination, is at fault. The ability to imagine relations is one of the most indispensable conditions of all precise thinking; and it can nowhere else be so thoroughly acquired as in the study of mathematics.—*Atlantic Monthly.*

THE poorest education that teaches self-control is better than the best that neglects it.

THE Sanilac *Jeffersonian* vouches for the following: Scene — two girls returning from school. Every indication of having been detained by the teacher. First Miss — "Well, now, I say it ain't right. I believe he is partial to the other girls." Second Miss — "Well, I believe so, too. I know he is partial to every scholar in the school, the mean old thing!".....The State Superintendent of Maine sent out this question: "Can you suggest any amendments to the school laws of the State?" To which the school committee of Mariaville returned the following: "We recommend the establishment of a reform school for meddlesome parents.".....A Supervisor in Mississippi objected to levying six mills on the dollar for school purposes, because there were only eight mills in the county, and one of them didn't have water enough to run more than half the year.....Smart young teachers, wholly without the aid of a sewing-machine, have been known to collar and cuff a small boy in less than thirty seconds....."Johnny, I'm ashamed of you; when I was of your age I could read as well as I do now."—"Ah! but you'd a different teacher to wot we've got.".....A school-ma'am down East instructs her pupils that "one hundred elbs make a cute.".....Sound education: Instruction in music.....A regular bore wishes to know if a pig pen is used in writing hog Latin.

Hints for the School-room.

DURING a recent visit to Paw Paw, an explanation by Professor Harrower of some of his methods so fully satisfied us of their high utility, that we are anxious to have them more widely known.— To members of certain classes in the High School — as those in Physiology and History — he commits the investigation of special topics. and indicates, so far as need be, the sources of information and the method of research. His own library, kept in his office at the schoolhouse, is made freely accessible for their purposes. The selection of pupils is not made at random. The daughter of a physician, for example, was assigned the topic "Contagious Diseases," with good success. In most cases written essays, in some oral reports, are required. Prof. H. reports satisfactory experience. The benefits of his plan are very great, not only in the information and the mental exercise, but in the studied statement of results with clearness, brevity, and ease, and the habit of laying all available means of knowledge under contribution. Most of all things, as a preparation for work, our students need to learn how to push an investigation through libraries, periodical literature, scrap-books, written memoranda, the conversation of scholars, the talk of common life, their own observation and reflection — everything within reach — and how to work up the facts and present conclusions, with practical applications, if any. This the method outlined eminently tends to accomplish.

Superintendent Harris, of St. Louis, has been trying an oft-mooted experiment on a large scale. Some time ago he prepared a plan by which all pupils in the public schools of that city, from the beginning of their instruction therein, should be taught something of the science of common things. Every member of a primary or grammar school is instructed under this scheme, not merely in facts, but in the means of acquiring facts, about plants and animals, his own physical structure and the proper care of it; about heat, light, electricity, meteorology, machinery, and the whole range of associated topics. Upon some one

of these each teacher gives his department an hour's oral lesson once a week — "a lesson, not a lecture: that is, the subject is to be talked about by the scholars, as well as the teacher, and is to be illustrated, as far as possible, by blackboard drawings and specimens of what is under discussion." None of the daily studies are interfered with; the children spring to the exercise with delighted interest; and the plan is working admirably. Is it not as practicable in Michigan as in Missouri? in the district, as well as the graded, schools?

Supt. Shields, of Livingston county, contributes the methods used by himself and Prof. Garner, in the instruction of a large normal class during the fall term of the Howell Union:

"The class received a thorough daily drill in all the primary studies and in the theory and art of teaching. Besides reviewing the text, the class received a lecture upon the subject under consideration, the substance of which they were required to reproduce at the next recitation. But, before the lecture, they were given a chart of the lecture, which suggested all the points considered. We found this of considerable aid, as a mere lecture is too readily forgotten, and its advantages are not secured. Besides this, we spent one hour each day in what we called 'General Training Exercises,' having reference to practical questions of school-room duty, such as organization, study, recitation, government, etc. These subjects, too, were first given in chart form, then explained in lecture form. On the whole, the result of this work was quite satisfactory to us and to the class."

In the TEACHER for last December was the following:

Mr. Joseph Spor, of Berrien Springs, indicates an error in Dr. Morris's note on the Pole-star, in our last. He thinks that *Beta Ursa Minor*, and not *Alpha Ursa Minor* (the present Pole-star) was *Polaris* when the Great Pyramid was built, and that the axis of the Pyramid passage mentioned could not have pointed to our *Polaris* until about A. D. 1400. He further remarks that the present position of the Pole-star will recur in 448, not 14,000, years.

Dr. Morris wishes us to say that Mr. Spor is correct. The error was a clerical one. Prof. Safford, the Chicago astronomer, kindly suggested to him the same mistake.

A correspondent puts this: "Why are the kings of England called (in U. S. History) James I., Charles II., George I. and II., etc.?"

TEACHING THE CHILDREN OF FOREIGNERS.

When children of foreign parentage are found in the public schools, the teacher has imposed upon him a peculiar task. He must correct the faulty articulation of those who have been in the habit of speaking a foreign language, and bring such pupils to accustom their organs of speech to the enunciation of the elementary sounds of the English language. This will be accomplished by systematic and often-repeated exercises. The most successful method known to practical teachers, by which to overcome the peculiarities of children accustomed to speak foreign languages, is *to drill thoroughly in the elementary sounds.* In order to apply this method effectually, it will be necessary to study the correct use of the organs of speech, and classify the elementary sounds with reference to the organs employed in giving them utterance Thus a teacher will be able to show clearly the difference between the manner of using these organs in a faulty and in a correct enunciation.—For example, a German boy, in all probability, will pronounce the word *thing*, *sing*. The difference is in the articulation of the first elementary sound in the word. It is the difference between the sound of *th* and *s*. The pupil must be taught to understand that, in producing the sound of *s*, he places the tip of his tongue against the roof of his mouth, and that, in uttering the sound of *th*, he places his tongue between his teeth. If, therefore, when he attempts to pronounce the word *thing*, he begins by placing the tip of his tongue between his teeth, it will be impossible for him to utter it in the *s* sound, as *sing*.

It is also very common for children born of foreign parents to confound the sounds represented by *w* and *v*. If the pupil distinguishes how differently the organs of speech are used in the utterance of these sounds, he will have no difficulty in giving them correct utterance.—Thus, in uttering the sound of *w*, the lips project as they do in uttering the sound of *oo*; whereas, in giving utterance to the sound represented by *v*, the upper teeth are brought in a gentle pressure upon the lower lip. With the lip and teeth thus brought together, it is impossible to produce the sound represented by *w*.—*Sypher's Art of Teaching School.*

That was a good answer of an Indiana teacher to the question of an examiner: "What are some of the characteristics a teacher should have to secure good government?" "Be kind to the pupils, and never let a scholar outlook you."

SOME MORE RULES.

1. Be pleasant. It is never necessary to frown or scold.

2. Be lively. The true teacher will seldom seat himself before a class.

3. Be original. Never depend upon your book. If you can not conduct the recitation without a book, you have given too long a lesson.

4. Be reasonable. Don't assign a lesson so long that you will yourself be hardly able to prepare it.

5. Be prepared. Always mark out in your own mind the work to be accomplished by the class at their next recitation.

6. Be not too talkative. Any fool can lecture and *interest* children with wonderful facts, but it takes a wise, patient, and hopeful person to draw those facts from the pupils.

7. Be sympathetic. Come down to the apprehension of your pupils. Remember that what is curious and interesting to you is beyond their understanding. What are axioms to you are difficult propositions to them.

8. Be patient. Let the smart ones take care of themselves. Give your energies, your ingenuity, and your smiles to the stupid ones.—*Wisconsin Jour. of Ed.*

GEOGRAPHICAL NOTES.—The old statement of the distance of the earth from the sun is no longer believed by the astronomers. Late computations vary somewhat, but reduce the estimate to ninety-one to ninety-three millions of miles.

The great raft of the Red river is now 124 miles long. About two miles of the lower part floats off every year, during which time about the same length is added to the upper end. The source of the stream at present is 400 miles above the latter. An exchange suggests that in 200 years or so the river will be cleared of the raft by its working itself ashore at the source!

A new announcement appears that the existence of the Maelstrom, off the coast of Norway, has been definitely disproved. There is a strong current between two islands, with some eddies and swirls at certain times, but quite destitute of the fabled terrors of the Maelstrom.

How do pupils account for the fact recently made prominent by the construction of the Northern Pacific Railroad, that the climate of its high latitudes grows milder as the Pacific is approached, so that parts of Washington Territory are no colder than Southern Virginia?

Current Topics.

FOUR years ago, scarcely anything else seemed to us so well established as the right and duty of the state to compel attendance upon the schools or equivalent private education, and the practicability of the enforcement of laws to such effect. A pretty thorough investigation, made soon after for a special purpose, satisfied us that there was a good deal more to be said upon the other side of the question than we had supposed; and it "gave us pause." We have since suspended judgment, awaiting results. And now we begin to despair of a successful experiment in any American State. The logic of facts is determining the matter against our prepossessions. In New York, the Compulsory Act passed a number of years ago, fell at once; no attempt was made to enforce it, say the official reports. But certainly Massachusetts, above all other States of the Union, seemed to have the best conditions for the enforcement of a rigid law compelling education. Yet the celebrated Truant Act of that State, after doing good work in a few large towns for some years, has already outlived its usefulness. The late Report of the State Board of Education exhibits the ratio of mean average attendance for the year to the whole number of children between five and fifteen, at only .74 — which is equalled, we are confident, by the attendance in a number of States without compulsory education. The Hon. Joseph White, Secretary of the Board, has often expressed his conviction of the inefficiency of the law, and declares that "it is the weakest and least defensible part of our school system." The Agent of the Board, intimately acquainted with its workings, affirms that "in many towns it is not only not enforced, but no disposition to enforce it is shown." And now comes Gen. Oliver, Chief Constable of the State, whose business it is to secure the enforcement of the penal enactments, and testifies thus:

"Now we know, indeed, that there is a compulsory statute of the Commonwealth in relation to the schooling of its children, but like a great many other statutes on the books, it is paralytic, effete, dead—killed by sheer neglect. It was never enforced, and never supposed to be anybody's duty to enforce it. In fact, we are inclined to believe that it is not generally known that such a law was ever enacted. *Nobody looks after it, neither town authorities, nor school committees, nor local police, and large cities and many of the towns of the State are swarming with unschooled children, vagabondizing about the streets, and growing up in ignorance and to a heritage of sin. The mills all over the State, the shops in city and town, are full of children deprived of the right to such education as will fit them for the possibilities of after life.* [Gen. Oliver's italics.] Nobody thinks of either enforcement or obedience in the matter; so that between those who are ignorant of the provision and those that

care for none of these things, thousands of the poor younglings of the State, with all her educational boasting, stand precious small chance of getting even the baldest elements of education."

This in the State of Horace Mann. In Michigan, where the conditions of success also seem to be good, the plan has been tried but six months, and it is too early to pronounce upon it. We have lost no opportunity to inquire as to its operation in different parts of the State, and the general word is that very little attention is paid to the law. But we wait. In common with most of our educators, we hailed its enactment with pleasure and hope, and do not like to give it up yet.

IT IS hardly probable, amid the multiplicity of subjects that are being pressed upon the Governor for recommendation in his message to the Legislature, at the special session called, that education will receive much notice. Yet it is very greatly to be desired that some further provision should be early made for Teachers' Institutes. The pressing want of our education, just now, is a subsidy for the county and other local training-schools. New York gives *twenty thousand dollars* a year to institutes, Maine four thousand, Connecticut and Massachusetts, each three, and Minnesota two; while several other States direct the county treasuries to honor warrants, in various sums per year, for their maintenance. Michigan need not fall behind these.

We sincerely hope that the friends of professional instruction throughout the State will continue to discuss the subject of additional Normal Schools. The statistics presented briefly in Mr. Doty's valuable essay, reprinted in this number, are suggestive, and not at all complimentary to our State. We trust that they, with other facts and conclusions collected, will be brought to the notice of our legislators by readers of the TEACHER, or otherwise.

THE timely paper of Prof. Olney, on the requisites in Mathematics for admission to the State University, is precisely what is wanted by hundreds of Principals and students, in this and other States; and it should be widely circulated. It is one of a series. Articles on the preparation required in History and in Greek have already appeared, which may be revised and republished by and by; and we may expect successive numbers, from the Professors in charge of the Latin and other departments. Changes in the requirements for admission to the various courses of the University, announced in the new Calendar, are thus epitomized in the *Chronicle:*

"Candidates for admission to the classical course in 1874 are expected to be prepared in the whole of the Æneid, instead of in six books, as at present. They are also recommended to pursue the study of French at least one year before entering the University. But the reform has been most thorough in the requirements for admission to the scientific course, as indeed it should have been. The requirements in geometrical drawing, first inserted in last year's catalogue, are very explicitly stated in this. In 1878, and thereafter, candidates for admission to the scientific course must be prepared in French, natural philosophy, botany, zoology, and geology. In French the same amount of preparation will be required as at present for the Latin and scientific course These are all the additional requirements for the course."

SUPERINTENDENTS who will shortly be engaged in the spring examinations may be interested to learn the late action of our Indiana neighbors. At a meeting of Examiners, held during the last session of the State Teachers' Association, it was agreed that the general average of qualification, made on the basis of the eight common school branches, but modified by other evidence of fitness, should be as follows: For six months' license, 70 to 75 per cent (orthography, reading, arithmetic, and grammar, not below 65); for a twelve months' certificate, 75 to 85 per cent, and in these branches not below 70; for two years' license, 95 per cent and over, the four branches not less than 80. Candidates must be rejected whose percentage is below 50 in any one branch.

THE promoters of the scheme for a National University send us their Report and the draft of a proposed bill. We hope to notice them next month.

WE gladly remit to Supt. Doty the discussion of Prof. Geveke's plan for reorganizing education, spoken of in our January number.

IN MEMORIAM.

DARROW.—Died, in Ypsilanti, January 31st, of consumption, E. DARROW, Professor of Ancient Languages in the State Normal School, aged 29 years. He was a native of New York, born in humble life, and achieving success unaided. He was graduated at Michigan University in 1866, and in January, 1868, received an appointment in the Normal School. He had previously been connected with the public schools of Lansing and Monroe. His scholarship was of a high order, and his fidelity to his duties marked. He was greatly beloved by his *confreres* of the Normal Faculty, several of whom pronounced brief eulogies at his funeral. A wife, one child, and many pupils and friends, also mourn his loss.

PHELPS.—In Niles, February 7th, of consumption, Miss ALICE A. PHELPS, late a Primary teacher in the Niles Union, aged 22. She was born in Niles, and educated in its public school. Beginning at a very early age, she taught for several years successfully in country and city schools, giving way at last under the confinement and toils of the profession. She was highly esteemed by her associates and the community, as a faithful Christian teacher; and her funeral was very largely attended.

SEBRING.—On the 10th of February, after a short illness, Miss MATIE SEBRING, teacher in District No. 6, Porter township, Van Buren county, aged 29. She had been a teacher for 13 years. Supt. Kellogg writes:

"She was one of the best teachers I ever knew, governing her school entirely by kindness, and apparently without any effort on her part. . . Her influence was felt throughout the entire district where she taught; and her last words to her scholars, as she left the school room for the last time—'*Study to be good*'—will never be forgotten by them. Our loss is irreparable, and in our sorrow words are feeble things."

Literary Matters.

THE professional treatises continue to multiply, and a very respectable library, in both quantity and quality, is now at the teacher's command. It is a good sign; and we hope the day is near when a teacher "in full practice" will no more think of doing without a good collection of professional books than does the lawyer, the doctor, or the preacher. The latest of these works is *The Art of Teaching School*, (J. M. Stoddart & Company, Philadelphia). It is written by J. R. Sypher, author of several State histories, and formerly an editor of the New York *Tribune*. We do not know what his pedagogic experience may have been; but he has here given the fraternity a useful and suggestive book. Under its rather comprehensive title he treats of Education, Discipline, School Authorities, Organization, Management, Methods of Instruction (in several chapters), Higher Education, Government, and Books. We furnish a good extract in the "Hints for the School-room" this month. The publishers have done the book justice.

General Eaton, United States Commissioner of Education, has issued his *Annual Report for* 1871. It is a massive document of 715 pages — a mine of facts, a packed storehouse of intelligence, a thesaurus for the educator. In about 300 pages is presented a pretty full exhibit of the condition of public instruction in each State and Territory of the Union; and a large space is given to reports from foreign countries, and valuable papers on educational topics, as the Kindergarten, the Press as an Educator, the Relations of Education to Crime, etc. Twenty-six statistical tables show good work upon the census and other returns, and are of permanent value. It is gratifying to know that Gen'l Eaton's Bureau is getting a firm foundation, and is already able to present such solid results as these.

From this Report has been compiled, in part, *The Educational Year-Book* for 1872 (A. S. Barnes & Co., for the Teachers' National Publishing Association) — the first of its kind in this country. It is an ambitious attempt, and makes a most heterogeneous collection, from the proceedings of the National Educational Association down to the cost of fences and a recipe for cleaning piano-keys. We have not made any general comparison of the Summary of Public School Laws with the statute-books: but the section devoted to Michigan is fearfully at fault. Our State Superintendent is handed over to fame as "O. S. Casford;" Town Inspectors are given only to counties with less than ten school districts, but "teachers are examined by the Township Inspectors, generally through the County Superintendent;" and there are lesser errors of statement. The book has uses enough, however, to justify

amply its small cost; and, as the first of a promising series, in which the "prentice han' " will doubtless grow skillful, it should have liberal support.

An equally amusing book, but more intentionally so, is *The Hoosier Schoolmaster*, by Edward Eggleston (Orange Judd & Company, New York). This capital story, after having a great run of popularity as a serial in *Hearth and Home*, has been published in a neat little volume, with abundant illustrations. It comprises a fund of merriment, and some practical lessons, between its covers; and we commend it cordially to the profession and the public.

Shurtleff's *Governmental Instructor* appears in a new edition, revised by David N. Camp (Collins & Brother, New York). It brings within small compass a view of the Federal Government and of the several State governments, with the full text of the Constitution and Declaration, and a table of population, based upon the Census of 1870. We question the wisdom of attempting to cram a child's mind with facts about nearly forty separate governments, in all of which there is a general resemblance. Let the teacher give him, instead, a tolerably full acquaintance with the organization of his own State, and leave him to pick up the rest as he needs it. But if, as all agree, the seeds of national life should be planted in the school, studies like these of the *Instructor* should be vigorously promoted.

The multitude of scholars that have been educated in the *Greek Grammar* of the veteran Alpheus Crosby, will hail with pleasure his new *Compendious Grammar* (Woolworth, Ainsworth & Company). Within 350 pages it includes every essential for the elementary study of Greek, except composition; and the author's hand has lost none of its cunning, nor his style its characteristic excellencies, in the presentation of its matter. The publishers have sent it out in the clearest of typography and in honest binding.

Dr. Calvin Cutter is another old-time author who keeps at work. We now have his *Second Book of Analytical Anatomy, Physiology, and Hygiene, Human and Comparative* (J. B. Lippincott & Company, Philadelphia). It is a beautiful book, within and without. The sketches of comparative osteology, neurology, etc., are of especial value, as widening the learner's view, and prompting him to the most interesting researches. An appendix on minor surgery and the care of the sick is serviceable in families.

Colton's *New Introductory Geography* (Sheldon & Company, New York) finishes a cheap revision of this author's well-known text-books, in only two numbers. The old arrangement is mainly adhered to, as in the *Common School Geography* before noticed in the TEACHER; but much of the matter appears to be freshly written, and the maps are true to recent history. It is a meritorious series, which will doubtless have a wide circulation.

Elements of Plane Geometry, by Thos. Hunter, A. M., (Harper & Brothers), compresses the material for a good deal of mental exercise within 132 pages and five Books. There are many first-rate hints to teachers, and a sufficient number of problems and test examples. Instructors and students in this fascinating science will do well to send for specimen copies.

The unpretending little volume issued in the Robinson Series of Mathe-

matics by Ivison, Blakeman, Taylor & Company, and entitled *Arithmetical Examples, Mental and Written*, contains a good deal more than is apparent at first glimpse. It covers the whole ground o Arithmetic, and may be used with a text-book of any series. The examples represent everyday business life, and incidentally convey much information. Many tables are introduced, which are not found in the ordinary arithmetics. An edition has been prepared with answers, for teachers; another, for pupils, without answers.

Of all the exercises in the time-honored methods of teaching Grammar, we most esteem "parsing." It is a sharp discipline in the ranging of facts under definitions and principles, which is invaluable; and we should be sorry to have the new methods displace it. We therefore think Prof. Williams's *Parser's Manual* (Wilson, Hinkle & Company) a particularly useful aid, and find it well filled with model forms and examples for practice.

No better hand-book of similar size and kind has come under our notice than Pinneo's *Guide to Composition* (same publishers). It embraces all necessary instructions, exercises, cautions, and suggestion of themes, for starting the pupil and taking him well on his way in the acquirement of a difficult and exceedingly important art

The new editions of Martindale's *Primary* and *Complete Spellers* (E. H. Butler & Company, Philadelphia), evince a disposition to keep even pace with the times. They give general suggestions to teachers, which no spelling-book should be without. Script lines at the bottom of pages, and exercises for writing, are also good features.

Woolworth, Ainsworth, & Company send us a handsome copy of Bartholomew's *Drawing Book, No.* 1, with a *Teacher's Guide* accompanying; and a well-prepared *National Composition Book.*

MINOR NOTICES.

Acknowledgments are also due to Hons. J. P. Wickersham, W. H. Ruffner, and Joseph Hodgson, State Superintendents of Pennsylvania, Virginia, and Alabama, respectively, for copies of their last *Annual Reports;* to Hon. J. C. DeGress, Superintendent of Public Instruction in Texas, for the recent *School Laws and Regulations* of that State; to Gen'l W. L. Stoughton, M. C., for Mr. Hoar's statesmanlike speech on *Universal Education the only Safeguard of State Rights;* Milton Bradley & Co., Springfield, Mass., for Prof. Edw. Wiebe's valuable Lecture on *Kindergarten Culture;* and to members of the several faculties or School Boards for catalogues, etc., of the State University, Carleton College, Northfield, Minn., the Bennett Medical College, Chicago, and the public schools of Battle Creek and Buchanan; also to Prof. W. H. Smith, of the Iowa Central University, for the *Inaugural Address* of Prof. L. A. Dunn.....The authors at our University are hard at work. Prof. Ten Brook, Librarian, has in preparation a volume embodying its history, to be published this year. Prof. Adams is writing a *General History* for a Philadelphia publisher. Prof. Olney's new text-books appear rapidly, and are going into Harvard and other leading colleges. We have a review of his *Ge-*

ometry and Trigonometry on file for our next.....Supt. E. Willard, of Monroe county, has issued the first number of *The District School*, a neat and well-filled eight-page sheet, devoted to "a liberal education for all."..... *The Torch Light*, organ of Kalamazoo College, has been enlarged from eight to sixteen quarto pages, and is otherwise much improved. It is a vigorous and very useful journal.....A number of our educational exchanges—*The National Teacher*, *Massachusetts Teacher*, *Connecticut School Journal*, and others—made changes for the better with the new year, both internally and externally.—*The School Messenger*, of Louisville, has become *The Home and School;* and the *St. Louis Journal of Education* has assumed a national character, and taken the name of the *American Journal of Education.* A noticeable little quarterly has been started in Philadelphia by J. B. Lippincott & Co., and is sent free to all teachers who forward their addresses..... *The Trade Circular*, official organ of the Publishers' Board of Trade, is now issued weekly. It contains a great deal of information about books, and an educational number is occasionally issued.....All the publications of Harper & Bros. that were thrown out of the New York city schools through the influence of the Tammany ring, have been restored without any solicitation of the firm.....Some new books are *Probatio Latina:* A Series of Questions designed to test the progress of learners in the Latin Language; Jacob Abbott's *Gentle Measures in the Management and Training of the Young;* another of Rolfe's little Shakespearian volumes for schools—*Henry the Eighth; Schools and Schoolmasters*, from the writings of Charles Dickens; Day's *Logical Praxis;* Wilson's *Psychology, Human and Comparative;* Watson's *Independent Sixth Reader;* and Fischer's *German History of the United States*.....A Birmingham (Eng.) manufacturer proposes, in a volume of essays, to establish an academy for the correction of the present vitiated taste for frivolous literature, and the restoration of the old classical writers to power. He has taken a large contract.....A very curious and beautifully bound manuscript volume, of 406 pages, has lately been displayed in London shop-windows, entitled *Thirty-three Thousand Five Hundred and Thirty-five Ways of Spelling the Word "Scissors"*.....Prof. E. L. Youmans has made arrangements abroad for the early publication of a large number of compact hand-books on scientific topics, to be prepared by the most eminent *savants* of different countries, and entitled the *International Scientific Series*.....Schermerhorn & Co. announce *A Classified Catalogue of Object Teaching Aids;* Ginn Bros. a new *Latin Grammar*, by Allen & Greenough, Woodman's *System of Drawing*, and Mary Hall's *Our World*, a Grammar School Geography; and Appleton & Co. Dr. Hoyt's *Education in the Old World and the New*, which has been delayed by the destruction of the plates. .....A novelty is the *Silicate Spelling-Leaf Slate*, ruled for words or numbers, with a ruled back for corrections or compositions and space for pupil's name, etc.....We have placed *The Colorado Monthly*, a racy magazine from the Far West, with a good educational department, on our clubbing list. Sent with the TEACHER for $2.50 .....Col. Salem Town, author of Readers and other text books in use for more than a generation, died in Charlton, Mass., on the 17th ult., aged ninety-two years.

Educational Intelligence.

MICHIGAN.

THE STATE SUPERINTENDENT'S REPORT. — Some statistics from the Annual Report of Supt. Hosford for 1871 appear in *The School*, from which we select the following: No. of children between 5 and 20, 393,-031; subject to the Compulsory Act (between 8 and 14), 174,972; sittings in the public schools, 374,758; in attendance, 292,354 (15,000 to 18,000 should be added for districts not reporting under this head); districts, 5,301, being an increase over 1870 of 193; school-houses, 5,300—frame 4,024, brick 570, log 629, stone 77, teachers 11,274—2,971 male, 8,303 female; average length of schools, seven months (increase of one-tenth of a month over 1870, and of eight-tenths over 1869); graded schools, 266 (increase 35); private schools, 161; pupils in same, 8,772; visits by Co. Supts., 5,350; by directors, 14,885. The district libraries report 4,659 volumes more, and the town libraries 5,470 volumes less, than last year.

THE COUNTY SUPERINTENDENTS.—The tenth semi-annual session of the County Superintendents' Association was held in Port Huron Feb. 20th and 21st. Fifteen members were present, with the State Superintendent, Prof. Bellows of the Normal School, and most of the Port Huron teachers. Many of the appointees announced on the programme were absent. We shall give a report of proceedings next month. Supt. Botsford, of Hillsdale, was elected President. Adjourned to meet in Lansing Sept. 10.....Supt. S. N. Hill, of Tuscola, has been driven to resignation by the cutting of his salary down to $3 a day. The fraternity thus loses a faithful and very useful worker.—We are glad to see that Supt. Hutchins, of Ionia, is able to hold his position under a similar act of meanness.....E. G. Hall has been appointed Superintendent of Kalamazoo county, *vice* Rood, resigned. He is very well spoken of by the press.....Elhanan J. Copley, also well commended, has been appointed as the first Superintendent for Wexford county.. ..Supt. Gower, of Genesee, is winning golden (or greenback) opinions. The Board of Supervisors lately voted him $200 extra pay. The newspapers are also laudatory.

THE STATE INSTITUTIONS.—The new Calendar of the University announces the total attendance at 1207, though it is now about 1225. The average cost of attendance per year is stated at $362. Twenty-seven Freshmen studying algebra were conditioned, and twelve not passed, at the late semi-annual examination, which was particularly thorough. Many students in other classes were also conditioned or rejected. President Angell will shortly instruct a class of seniors in international law. The Faculty have subscribed $500 to

prosecute liquor-dealers in Ann Arbor. The Regents have changed the beginning of the University year to the Thursday following Sept. 16, when the examinations for admission will occur.....The Agricultural College has received a thousand models from the Patent Office. A station has been located near it, on the D., H. and L. M. R. R.....The Odd Fellows' Institute has received a bequest of $10,000, from a Mr. Parker, of Grand Rapids.....The State Public School will be located this spring.

SCHOOL-HOUSES.—Recently occupied: Muskegon Union, Buchanan Union, Rome Centre, Lenawee county. Burned: Schoolcraft Union (new building), Hastings Union, Allegan Primary, Belknap district, Tuscola county, District 5, Laketon, Muskegon county; Dist. 4, Grant town, Grand Traverse Co.; Mead district, Lafayette, Gratiot Co. Partly blown down in a gale: Hoyt street school-house, East Saginaw. To build this spring: Hastings, $38,000; Schoolcraft, $35,000; Marshall, a primary school building; White Pigeon; Middleville, Barry county, about $17,000; Midland, $20,000; Waterford, $6,000; Ida, Monroe county, $2,000; and Kawkawlin.....The public school sittings in Detroit now number 8,517, equal to 80 per cent of the school census enrollment. Six years ago, the Cass and Bishop houses were the only good school buildings in the city.

EDUCATIONAL SOCIETIES.—The Hillsdale County Educational Society has been formed—a rather novel institution, in that every school officer in the county is *ex officio* a member, and teachers only honorary members. Prof. McClellan, of Jonesville, however, is President.....The Van Buren County Convention held a spirited session recently at Kendallville, and will meet again, at Breedsville, on the 14th of March.....The Ionia County Teachers' Association was organized in December, and will hold its next meeting at Saranac, on the 8th of March. Prof. J. W. Ewing, of Ionia, President..... South Haven is the centre of a new "Lake Shore Teachers' Association," which promises a future. D. F. Glidden, President.....Another live organization of a local character seems to be the "Sherwood Teachers' Institute," of Sherwood township, Branch county. The formation of such societies is indicative of progress, and we hope will be further encouraged.

PERSONAL.—We have many interesting memoranda of presentations made to teachers during the holidays and on birthdays; but must omit them all, for want of space.....Miss Cutcheon, of Ypsilanti, has received an appointment as teacher in the department of geography, history, etc., in the State Normal School.....Prof. G. C. Emery, late of Auburn, Maine, has been appointed Principal of the Central High School, Grand Rapids, *vice* Stewart Montgomery, resigned.....Miss T. G. Glover has resigned her place as Preceptress in the Niles Union, and accepted a situation in the High School at Ypsilanti. Her late position has been taken by Mr. Lindsey Webb, formerly of the Schoolcraft Union. Miss Videto, of Jackson, is newly in charge of the Niles Grammar School.....Prof. Chas. D. Gregory, Principal at Niles, was brought to trial on the 23d ult., by the relatives of a juvenile who had been moderately shaken into propriety at the chapel exercises. The jury disa-

greed, and the usual failure of the prosecution will probably result.....A teacher at Constantine, however, has lately been fined $50, for over-punishment of a little girl who refused to hang up her shawl.....R. M. Sheldon, a graduate with the last class in the State Agricultural College, is appointed Superintendent of the Government Agricultural Farm in Japan, at $1,500 a year and expenses.....Mr. and Mrs. E. M. Avery, well known among Michigan names, are doing first-rate work in the public schools of East Cleveland, Ohio.....Dan'l W. Carey, of Concord, Jackson county, a graduate of Kalamazoo College, is teaching and preaching at Owensville, Texas.....Mr. Nathan Brittain, aged 65, formerly Principal of the Adrian Union, slipped and fell on the sidewalk in that city a few weeks ago, and died almost instantly — it is supposed from the shock to his nervous system.....Dan'l O'Sullivan, of Flint, who claims to have been the first teacher in Genesee county, celebrated his golden wedding on the 19th of January.

MISCELLANEOUS.—Courses of free lectures are in progress before the high schools of Paw Paw and Jonesville, with excellent success. This is becoming an interesting and hopeful feature of high-school instruction.....Principal Miller writes to return thanks to all who have contributed to the relief of the Holland schools, and to say that they are now sufficiently provided for. .....The opponents of the Bible in schools have had a triumph in Burlington, Calhoun county, where the district, after a sharp struggle, voted to discontinue its use.....The School Board of Adrian give public notice that they will prosecute every rumseller furnishing liquor to the pupils of the high school — which outrage had been committed until forbearance ceased to be a virtue .....Several independent youths in the Big Rapids Union were suspended for refusing to bring in wood, but thought better of it afterwards, and were reinstated.....The winter term at Hillsdale College is largely attended, and the college prospers under the new President's administration.....The public schools of Pontiac register nearly 200 more than at the same time last year. .....Twenty-five new school districts have been organized in Tuscola county during the past year. No spelling-schools are reported in that county this winter. Tally two for Tuscola!.....The tax-payers of Alpena have enjoined the payment of the school funds, to the sad inconvenience of teachers thereabout.....A. L. Soule, of Muir, deceased, bequeathed $10,000 to promote the cause of education in that village.....Three Rivers has provided for instruction in vocal music in each of its public schools.....Prin. Cumming, of the Wenona Union, is conducting free night schools for the benefit of those who can not attend during the day.....Concerts and other entertainments have recently been given by several schools, with satisfactory results, for purposes indicated below: Galesburg, to buy an organ; Decatur and Paw Paw, pianos; Port Austin, an organ; Cassopolis, philosophical apparatus.....The West Side Jackson school is highly prosperous under the instruction of Prof. Gass, Miss Brearley, and able assistants. Books to the value of $200 have been added to the library, and a quantity of apparatus purchased — among other articles a $100 air-pump.....Supt. Luce, of Branch, has started a

movement looking to county uniformity of text books. At a meeting of the school officers held in Coldwater on the 3d ult., a committee was appointed to report a list to another meeting, to be held March 23d.....Kalamazoo has a fine district library, said to number 4,000 volumes.

OTHER STATES.

An important Education bill has passed the National House of Representatives, providing that the proceeds of public lands forever shall be set apart for the education of the people. An amendment to the Constitution has been introduced, proposing some educational test for voters.....A schoolmaster is needed in Lake City, Florida, where a meeting lately voted to expel the signal-service observer, because his instruments brought the bad weather!..... About 1200 white, and 150 or more colored schools have been started in Georgia under the new school law, and the numbers increase monthly.....Franklin College, Indiana, does not get out of financial straits, and Dr. Wayland is reported to have resigned the Presidency.....The Kansas Legislature has killed a compulsory education bill.....Madame and Miss Kriege are to open a Kindergarten training-school in Boston, free to all teachers who have the requisite qualifications.....An association to secure the education of young women in the laws of life, "such as marriage, maternity, and social intercourse," is another Boston notion.....During the past year a school of mines and metallurgy, and two normal schools, were opened in Missouri.....The Ohio Legislature is considering a compulsory attendance act. In Cincinnati, about one person in twenty-four can not read or write.....The school supervisors in Texas are calling for teachers for the public schools. The citizens of Moffat have pledged $35,000, to secure the Texas University there.

CHICAGO IMPROVEMENTS.

The well known music house of JULIUS BAUER & Co., now 270 and 614 Michigan avenue, are about to make a very valuable and important change from their present locations. They have leased the upper part of the late Church of the Messiah, 390, 392, 394 & 396 Wabash avenue, and are fitting it up in a most elegant style, to be completed and occupied by them on or about the 28th inst. The hall, which is 70 feet wide and 100 feet deep, will admit nearly two hundred pianos; and, with the magnificent iron front, to be erected as soon as the weather permits, will be the grandest piano ware-room in this country.

If all the friends of the NATIONAL SUNDAY SCHOOL TEACHER will send us

ONE NEW NAME,

for 1872, we shall be deeply grateful, and will make THE TEACHER even better than it now is. Specimen copy 15 cents. Adams, Blackmer & Lyon Pub. Co., Chicago.

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THE MICHIGAN TEACHER.

Volume VII. . . . . NILES, APRIL, 1872. . . . . Number 4.

RELATION OF MENTAL PHILOSOPHY TO TEACHING.

BY HON. B. G. NORTHROP, SECRETARY OF THE CONNECTICUT BOARD OF EDUCATION.

AMONG the practical studies for teachers, Mental Philosophy is foremost. Teaching never can and never ought to rise to the dignity of a profession with those who do not practically recognize this science as its foundation. Its relation to Didactics has not been duly appreciated, and, as a natural result, it has received too little attention in the training of teachers. Its advantages may not merely be inferred from the intrinsic interest and dignity of the science. It has special adaptations to the wants and daily work of the teacher.

This study will be of pre-eminent service to the teacher in his own mental discipline. Just views of the powers, capacities, and laws of the mind are obviously conducive to self-culture, for they reveal the conditions of its growth. Philosophy is as old as the race, and is a necessity of man. Every thinker will have some philosophy. Certainly the teacher should have a definite system, for his philosophy, whatever it may be, will mould his plans for self-improvement, and shape his efforts for the training of others. He must cease to think, if he will abjure all philosophy. As he will hold and consciously or unconsciously apply some theories of mind and its culture, it is a question of paramount interest whether these principles are true or false, partial or systematic, mastered as a science, by the study of the book and the living subject, or picked up incidentally, intelligently and per-

sistently applied to a well chosen end, or casually and unconsciously employed, without reference to a definite result. That is most valuable in education which sets the mind to the most intense activity. No science is better adapted to sharpen, energize, and expand the mind, and form habits of attention, discrimination, and reflection. The study of its great principles, comprehending the sublimest subjects of human thought, is fitted to awaken a love of truth, of investigation and discovery, and to free the mind from the thralldom of trivialities.

Mental Philosophy is of interest to teachers, as one of the appropriate school studies. The common explanation of its neglect in the preparatory course of teachers is the fact that they are not required to give instruction in this department. But it will be found a most useful study for advanced classes in our high schools and academies, and many of its leading principles can be profitably taught in familiar oral lessons to those who have not sufficient time or maturity to pursue the science. An important result is gained if pupils are thus led early to watch the operations of their own minds, and to adopt the best methods of cultivating the Perceptive and Representative Powers, and of gaining the command of the faculties and the discipline of the will.—Skillful instruction will initiate processes of observation and thought which the child will himself delight to repeat, and by repetition they will become the fixed and controlling habits and vitalizing forces of the mind.

A true understanding of the relation of Psychology to teaching would greatly modify, if not revolutionize, our systems and processes of instruction. Mental philosophy underlies the whole work of education, which can claim the dignity of a science only as it rests on this broad basis. Among the many practical subjects which this question suggests to the teacher are the following:

1. What is the great end of intellectual education, to which all processes should be strictly subordinate and subservient? This is a question of paramount importance. Correct views on this point will modify and determine all the teacher's plans and methods. A mistake here would be fundamental, and would greatly impair any system of education, however complete in other particulars.

2. What are the faculties of the human mind which are to be educated? The teacher too often assumes the sacred responsibilities of his profession without a definite outline of his work. Although it is his great business to operate upon mind, he has not yet considered the

number and nature of the intellectual powers, and the implements which he is to employ in all study and science.

3. What is the order, as to time, in which these faculties are to be addressed and developed? This question, though seldom raised, is most important and practical. When properly answered, it will effect radical changes, especially in primary schools, and suggest numerous and useful methods of interesting the smallest children. The inquiry so frequently made, "How can I keep these little ones out of mischief?" receives only a partial answer in the common direction, "Give them something to do." It should rather be the study of the teacher to find occupations adapted to their years and taste, accordant with the natural law of development, and fitted to improve as well as please.—Such, for example, are frequent general exercises, object-lessons, and the innumerable expedients well suited to interest children, and at the same time to train the senses and cultivate observation.

4. What exercises are required for the healthful training of each faculty? What processes and directions will be most conducive to habits of attention, analysis, and classification, and to the improvement of the Perceptive and Representative faculties? These, and many similar questions of equal interest, belong to the department of Mental Philosophy.

5. What is the relation of the several school studies to the different faculties of the mind? Each subject of study has some special adaptations to particular necessities of the juvenile mind. The teacher who has duly pondered this question will no longer employ any text-book or science as an end, but only as a means to the higher and more important end of disciplining some particular faculty or faculties of the mind. A text-book designed to train the reasoning powers will be more likely to accomplish its object when both that paramount end and the adaptation of the means are distinctly before the mind. When Geography is employed primarily as an instrument of cultivating observation, conception, and memory, the lessons illustrated on the globes and the maps mastered by making them from memory, will remain vividly daguerreotyped on the retina in their exact forms, relations, and proportions; and, what is still better, as the result of this intelligent training for a specific end, the process can be repeated at will, in reference to any objects of perception and description; and thus the child gains a new and invaluable power, which enters into all the graver operations of the mind, in natural science, history, poetry, and the fine a. to.

6. What is the proper arrangement and succession of studies?

My present purpose and space forbid the attempt to answer these questions. They all grow out of the philosophy of the mind, and are now presented to indicate its practical bearings.

Psychology will aid the teacher in understanding himself. "What of all things is best?" asked Chilion of the oracle. "To know thyself," was the memorable reply. "To know one's self," reiterated the sages of Greece, "is the hardest and yet the most important discovery of man" "Man, know thyself: all wisdom centres there," says a philosophic poet of modern times. And no words of Burns have met a more general response from the world than the familiar couplet:

"O wad some power the giftie gie us,
To see oursel' as ithers see us!"

To attain this knowledge of ourselves, the importance of which has been thus universally conceded in every age, we must give heed to the testimony of consciousness. Mental philosophy is properly called the science of self-reflection, and its facts are chiefly those which lie under the eye of consciousness. Without the habit of introversion we can know little of ourselves: with it we may find the noblest themes of study in the wonderful movement and mechanism of our own minds, and in the deepest solitudes verify the aphorism of Swift, "A wise man is never less alone than when alone," or the words of Novalis, "A certain degree of solitude seems necessary to the full growth and spread of the highest mind, and therefore constant intercourse with men will stifle many a holy germ, and scare away the gods, who shun the restless tumult of merry companions and the discussion of petty interests."

This self-knowledge will aid the teacher in self control. The first requisite in the government of others, and especially of children, is the command of one's self. Self possession fosters discretion, decision, and firmness, which are the essential elements of administrative talent.—The most disastrous consequences in the school-room frequently result from the loss of self-command. Here the teacher, liable to sudden contingencies and numberless annoyances and provocations, is peculiarly exposed. At this point of ever-imminent danger should the trusty sentinel—"self-command"—guard with sleepless vigilance. To secure this end, the teacher must know himself: especially must his consciousness mirror to him his weak points, his tendencies to haste, excitement, or passion.—*Conn. School Report*, 1869.

[CONCLUDED NEXT MONTH.]

ADMISSION TO THE UNIVERSITY. — II.

WHAT IS REQUIRED IN HISTORY.

BY CHARLES K. ADAMS, PROFESSOR OF HISTORY AT THE STATE UNIVERSITY.

[Reprinted from Vol. VI. of the TEACHER, with the author's corrections and additions.]

AMONG the changes that have taken place within the past few years, in matters pertaining to higher education, there is perhaps none more marked than that which has resulted in giving greater prominence to studies in Science and in History. On the one hand the public has craved more knowledge of the works and powers of nature, while on the other it has come to be scarcely less imperative in demanding to know what is to be learned from the history of men and nations. A hundred years ago, it was the fashion to suppose that all political problems might be solved by the application of principles of pure philosophy. But the frightful results of an effort to act upon such a supposition, as they were shown at the end of the last century and the beginning of this, taught the world that, notwithstanding the great value of philosophical speculations, there are constantly occurring questions which they are quite inadequate to solve, — questions which, indeed, can only be solved by that quality of wisdom that comes best and oftenest from experience.

In the great universities of Europe this fact has, for some years past, been recognized and acknowledged. For all the purposes of statesmanship, experience is now generally admitted to be a far better teacher than speculation or philosophy. But a personal training in the actual school of experience is generally impossible. It follows, therefore, that the wisest course which the institutions of learning can pursue is to furnish the best substitute for actual experience, namely, a knowledge of the experience of others; and this is nothing more nor less than to teach history. Accordingly we find that within the past few years, as

never before, the most successful studies in Art, in Literature, in Philosophy even, have taken on the form of history. When one looks over the announcements of lectures given at anyone of the great foreign universities, one is surprised to see that so little time is given directly to the study of the subject itself, whatever that subject may be, and that so much is given to the study of its history. In the lecture room of Trendelenburg or Overbeck, or any other distinguished philosopher or artist, what does one hear? Very seldom any display of novelties, but generally a most searching inquiry into the methods used by those who have gone before, with a view to the detection and display of such results as have stood the test of time. In recognition and, indeed, in encouragement of this tendency, the number of those devoted to the work of giving instruction in history has, within the past quarter of a century, been very greatly increased. In the University of Berlin alone, history, in one form or another, monopolizes the energies of more than twenty members of a single faculty.

If history can be of importance to the people of any nation, surely it must be to those of a republic. It is everywhere admitted that no other form of government is so difficult, and consequently that no other demands so large an amount of intelligence. Moreover, in a republic the government receives its character directly from the masses of the community; whereas in a monarchy it is stamped by the few who hold the reins of power. In the latter, therefore, at least for the purpose of having an upright government merely, it is only essential that the ruling class should receive the best training for the art of governing, while in the former this necessity extends to all the varied shades of society. In a nation where every boy is taught that he is in a fair way, if diligent and persistent, to become a member of Congress, or even a President, it is essential that every boy should receive at least something of that kind of training that will best prepare him for the practical work of legislation and government. Even if he fail, as of course he probably will, to reach the object of his desire, he will certainly be called upon to judge of the fitness of others for the place to which he aspired, and thus will have full employment fot his acquisitions.

Within the past few years, these facts and principles have been recognized in our own country as never before. It is only a few years since the largest of our colleges deemed it necessary that one of its professors should employ his whole energies in the work of teaching

classes in history. No more than twenty-five years ago — perhaps we might say fifteen years ago — history was practically regarded rather as an accomplishment than as a necessary element of a complete collegiate education. It was, of course, expected that every gentleman of culture would know something of history, just as every lady of the same rank is expected to know something of poetry and romance. In both instances, however, the acquirement was regarded simply as a means of rational enjoyment, rather than as any essential portion of the proper training for practical life.

But within a quarter of a century matters have been rapidly changing, and for the better. Among the officers of all the larger colleges, there is to be found at least one Professor of History, and in some of our universities there are as many as three or four. In bringing about the change that has thus taken place, the University of Michigan has taken a prominent part.

Seldom has any better fortune happened to the University than that which, in 1857, brought Andrew D. White to the chair of History.— At that moment, so far as I know, Harvard was the only institution in the country which employed the entire services of an officer in the work of giving historical instruction. But in the course of the four years of Professor White's active connection with the University, he not only, by the excellence and thoroughness of his instruction, made for himself a national reputation, but he also raised the study of history to a far higher rank in the curriculum of studies pursued in the college course. From the time the work of the chair was organized under his direction up to the present, history has had a recognized and indeed a prominent place in all the courses of the Department of Science, Literature, and the Arts. During the first two years instruction is regularly given in narrative history; during the junior year in the philosophy of history; and in the senior an attempt is made to utilize what has been gained in two courses of lectures, one on the growth of liberty in England, and another on the Constitution of the United States.

The preparation in history required for admission to the University, up to the present time, has been but trifling in amount. Indeed, previous to last year, no special preparation whatever was essential. It is the purpose, however, in the future to require a careful preparation in such elementary studies as can be well pursued in our high schools.— The amount so required will be gradually increased, in order that the

time given to the work of instruction in history at the University may be devoted to studies of a less elementary character.

It happens every year that a number of students present themselves for admission to the University, who have secured their knowledge of history solely by means of their own private study. Perhaps in this connection a word or two to such a class of students may not be out of place. In all such methods of study the tendency is to *read the large books too much, and to study the small ones too little.* What is wanted in the way of preparation for a college course is not a little knowledge of a great amount, but a perfect knowledge of the small amount required. In no preparatory study has the student more constant need to have the old maxim, "*Non multa, sed multum,*" before his eyes than in history. The careful study of a text-book, therefore, is far better, as a foundation for historical knowledge, than the ordinary reading of a score of volumes. The student who begins his examination at the University by declaring that he has read Bancroft and Macaulay almost invariably ends it by being "conditioned." The amount required is, at present, trifling, but what *is* required should be thoroughly learned.

I desire not to be misunderstood. One can not learn everything worth knowing of Europe from atlases and guide-books alone; and yet maps and manuals have their place. The best possible knowledge of a country is obtained by first studying the maps and guide-books, and then visiting the land in person. So in history, if we would reap the largest harvest, we must gain a general knowledge of the whole in order to understand the value of the particular parts. The influence of historical study is much like that of travel. This takes one into other lands: that, into other times. As hand-books of travel tell us where to go, and enable us to judge what is worth seeing, so hand-books of history teach us what periods are most important and what will best repay our investigation. Their object is not so much to afford complete information, as to point out the events about which complete information is desirable. The person who goes abroad without having previously determined, by some means, where to go and what to see, is sure while there to lead a vagabond life, and is quite as likely to return injured as improved. By a similar vagabond habit, it is quite possible to read history without getting anything more than a glimmer of its importance. It is trite to say that one must understand the relations of an event with concurrent affairs, in order to de-

rive from it the best lessons it is capable of affording. To give general views, and by so doing to point out such relations, should be the object of instruction in the manuals.

That this part of historical instruction should be given in the preparatory schools, rather than in the University, there can, of course, be no question. And yet the subject is liable to be treated in such a manner as to repel, rather than attract, the student. It is safe to say that if history is not an attractive study, it is the fault of the teacher. Barring those prejudices which may have arisen from accident, real or apparent, one may confidently affirm that any mind capable of being interested in scenes foreign to its own vicinity, may be led by a judicious instructor to interest itself in scenes foreign to its own age. Yet it must be confessed that, judged by this standard, there are many lamentable failures. It is certainly not difficult to make a manual of general history the dryest of all studies. The teacher has simply to imagine that his duty is not to teach, but to play the part of an intellectual policeman. If the instructor merely takes care that the pupils learn the lesson, he may be sure they will dislike the study. But such a result is by no means necessary. In no country are the historical text-books so utterly devoid of juice as in Germany; and yet nowhere is the study of history more attractive or more profitable. The reason is simply the fact that nowhere else are the teachers so well trained to their work. No person is allowed to teach history unless he has been professionally trained for that particular branch of instruction. The result is that, while the lesson is rigidly exacted of the pupil, the teacher occupies more than half the hour in enlivening the lesson by lecture and anecdote. On the following day the pupil is carefully examined on the lecture, as well as on the text-book. The fruit of this method, in judicious hands, is not only an admirable scholarship, but an untiring interest in historical studies.

An historical text-book may be recited from beginning to end, and et do very little to improve the learner. There is no more educating power in a list of dates than in a catalogue of stars. It is only when one knows *what* a thing was, that it becomes important to know *when* it was. Though a fact be ever so well understood, its *power* can not be known until the precise time of its occurrence is fixed. It is easy, therefore, to determine what importance should be attached to dates. Any absolute rule, in regard to what dates should be learned, would be worse than useless. Everyone must establish for himself his own

historical perspective, and stamp upon the face of those events which he deems important the exact time when they occurred. Events of minor importance will group themselves around in their proper places.

The amount of preparation in history required for admission to the University is so definitely stated in the last Calendar that it need not here be repeated. If pupils are taught, as far as may be, in the manner and spirit which I have endeavored to point out as the proper ones, they may hope to achieve in their historical studies at the University the highest success.

WHAT DO THE TIMES DEMAND IN OUR COURSE OF STUDY?

BY REV. S. N. HILL, EX-SUPERINTENDENT OF SCHOOLS FOR TUSCOLA CO.

SCIENCE possesses specific properties, disclosed in peculiar habits of thought and feeling. Mathematical discipline alone is cold, concise, and unadorned with æsthetic beauty. From Logic is liberality of thought; from Philosophy are perceptiveness and acute adjustments. Rhetoric sharpens the arrows of truth, and aims at emotions, while vagueness of perception becomes the tool of other minds. Early associations are objective, hence the mental visions abound in landscapes and domestic labors, or in massive walls, merchandise, and crowded streets, or halls of music and scenes of pleasure. Nationalities are an iron track. China, socially, politically, and religiously, continues identical from age to age; the German is historically scientific and resolute; the Frenchman is chivalrous and passionate; the Roman is dogmatic; the Mohammedan is servile; and the American, in his individuality, is liberal, inventive, and co-operative.

Teachers are authority, fashioning youthful habits to their own designs and with their own tools. Much of success or failure in the pursuits of life is due to the peculiarities of teachers and guardians. What a responsibility! But we love what we have mastered, and zealously advocate the same. The classics, mathematics, philosophy, astronomy, amusements, or enterprise, becomes a favorite when exclusively pursued. Hence New England society still retains Puritanic characteris-

ties, and Plymouth Rock continues renowned. Liberty, civilization, and Christianity are dear to us; therefore we make it a grand enterprise to establish and propagate these principles and systems among the Paganisms of the world. It is by teaching that men are refashioned. God teaches men: generations teach their successors. This is aptly and effectively done, and the old is easily reproduced, when not impeded by conflicts. But progress enters new fields, and changes old customs. It pursues greater achievements, and marches boldly into the conflict with the dogmatisms and absurdities of society. It arouses competition, which inspires the life of enterprise. Counter-currents of sea and air enrich the earth. When the current of enterprise swells, and great interests are pending, and grand schemes await birth, then educationists must take the helm of society, and guide destinies. New fields of thought are to be explored, new tracks of enterprise laid, and new forces must supplant time-honored usages.

In this age free institutions are the machinery of progress. Intelligence is their life, by which the incumbrances of despotic rule are ejected. Germany and England steadily increase their national vigor by an improving liberality in their educational work. But while American institutions are free and prolific, there is still the more necessity for law and order. The towering edifice must have base and strength. Education must be executive as well as intellectual. Society needs disciplined officials, effective executives, and equally a refined and cultivated sociality. Educators have a grand and responsible work to do, but it is a work of competition and conflict. The old do not release their attachments to their early notions and peculiar habits; and sectarianism will not yield its organic methods to the general interests of the whole people. The true work must also lift the inertia of ignorance, and outgeneral political subtlety. The inspiration of progress is inventive, impatient and imperative, requiring regulation, but not suppression. Educators are entrusted with impending destinies. If they are equal to the task, we shall ride on prosperously: otherwise we shall toss upon conflicting waves. The magnitude of our work requires modifications in method rather than in principle. Necessity transfers the work from the early domestic practice of private and select schools, local academies, and denominational colleges, to the national and university system, and to the property support. Legislatures are acting vigorously, and the university system is daily gaining popularity.—That is a beautiful system of education which harmonizes every part,

co-operating the board of regents with the most retired district board, and fraternizing the graduate of the university with the little primer boy.

Methods of discipline claim a discriminating adjustment. Mentalities, being fashioned by the qualities of exercise, give character to society. Physical organisms mature in strength and beauty by symmetrical growth. The tree and animal have a perfect structure and harmony of organs in the whole progress of their growth. Abnormal adjustments are abortive. A large brain with small muscles, a vigorous circulation with feeble lungs, result in infirmity. God does not create by maturing the animal organs separately. So also does mind require symmetrical discipline. The best educational systems of the world have been adjusted upon this basis. The suggestion often made that youth should study principally what they expect to practice in life, or to pursue only a single branch until it is completed, seems to pervert the constituted order of things, and to suppress the natural aspirations of mind. Experience has taught a better lesson. The doctrine is doubtless true, that educated mind needs its fitness for all relations. The several branches of science, by their investigation, produce peculiar and fixed experiences. Language, numbers, abstract solutions, philosophies, logic, æsthetics, histories, severally induce specific states and processes of mind. Society needs a common experience in all of these. None are to be sacrificed. It is a rich endowment to us to live under a university and primary educational system, governed by this plan as the best experience of ages.

The *power* of teaching claims the direct attention of educators, and especially in all normal classes. The teacher is often too unconscious that the *thinking* of his class at recitation is giving direction to an eventful life. The clear, mastering habit of the scholar in his class inspires ambition, implants confidence, invigorates manliness, sharpens perceptiveness, and matures an executive culture; while vagueness of mental habits becomes a chronic infirmity.

The object and word methods, properly employed, place the child upon vantage ground. To perceive things as wholes is doubtless the most direct cultivation of sound judgment, and gives the richest view, and trains mind most effectively for appreciating business and social relations. But, connectively with the embodied perception, follows the analytical process. Nothing is mastered until its investigation is complete. It may apply to a word, sentence, object, problem, machine, or enterprise.

My reply to the question itself, as proposed for discussion, is this: That the practical thing most needed is a thorough, executive process of teaching.

THE PEDAGOGUE'S KINGDOM.

A MONARCH am I of a kingdom small,
Dingy and dark is my regal hall,
Just thirty six subjects own my sway,
And their fealty but six hours a day.

My throne is a chair with a broken back,
My royal robe is a gown of delaine,
My canopy yawns with many a crack,
The walls are disfigured with many a stain.

No sceptre have I like the sceptres of old,
That sparkled with gems and glistened with gold;
No body-guard, clad in harness and helm,
Enforces the laws in my little realm.

Not wealthy are we, my subjects and I,
In coffers well filled with glittering pelf;
Yet far the best treasures 'neath the blue sky
Each, day after day, gathers unto himself.

We are seeking for truth, for wisdom and light
To strengthen our minds and guide us aright,
That our life's work we may do with a will,
And faithfully, truly, our mission fulfill.

'Tis said that earth's monarchs are sorely oppressed
With care and anxiety all their lives through;
And really I think that I, with the rest,
Of trials and griefs have as well not a few.

For girls will be girls and boys will be boys,
Mischievous, willful, and fond of a noise,
And patient the mind and steady the hand
That govern with skill a juvenile band.

Ofttimes my poor patience is ready to break —
To forget is so easy for those of your age —
And sometimes a deal of annoyance you make.
Don't you wonder I never fly into a rage?

You know very little of what is required;
I must laugh though I'm sad and toil though I'm tired.
Yet think not that I'm in a querulous mood,
I'm happy when working for your greatest good.

Yes, happy are we, as day after day
Rolls round with its portion of work to be done;
And with c urage and smiles we press on our way
To the gathering of prizes that wait to be won.

So, scholars, no matter though cares may oppress,
And the path seems at times to be rugged and steep.
If faithful we are, our Father will bless
Our toils, and a harvest of truth we shall reap.

Then let us, undaunted, move steadily on,
For the speedtime of youth will quickly be gone;
And remember your teacher will e'er be your friend,
Assisting and loving you all to the end.

From the Torch Light for March.

SCHOOL LIBRARIES.

BY HON. C. B. STEBBINS, DEPUTY SUPERINTENDENT OF PUBLIC INSTRUCTION.

UNTIL 1859, the State had a system of township libraries; and, in addition to the fine moneys, $25 of the mill-tax in each town was each year applied for the purchase of books. In some towns this was more than the mill-tax amounted to; yet the law required a town with a hundred inhabitants to expend as much for books as the town with a thousand. Soon aft r the taxes were collected, the book-peddlers made their appearance as certainly as the annual return of the robins, with their packs freighted with *Jack Sheppard*, *The Pirate's Own Book*, and simil r publications, and unsalable works from the book-stores, which were palmed off upon unwary Inspectors, on whatever pretense would best answer the purpose. The law required the Directors to go four times a year to the Town Clerk's office, carrying back and forth their share of the books, to be by them loaned in their several districts. They were called township libraries: they were, in fact, legally itinerating district libraries. But they seldom itinerated. And who can expect they would? Think of over five thousand Directors traveling from one to six miles four times a year, carrying ten to a hundred books each way! The expense of this wheel in the machinery alone would have placed five new books in a library in each district in the State every year.

The result was as might have been foreseen. With few exceptions, the books were piled away in the offices of the Town Clerks, constantly accumulating from the enforced use of the mill-tax and the kindly offices of the book-peddlers, and read only by a few living near the place of their deposit. And probably it might be said of half of the books, the less they were read, the better for the morals and manners of the young.

The system was a most perfect failure for any practical purpose; and yet ten to fifteen thousand volumes were being added to the libraries every year, till, in 1857, we could boast of over two hundred thousand volumes in our school libraries. This looked well on paper, and sounded well abroad; but the world never saw, in reality, a greater sham.

In 1859, Superintendent Gregory asked the Legislature, and it gave the towns the right, to divide the libraries among the districts. He did not ask that same body to take away all reliable means for the support of the libraries; but they did that also. That fatality has made the district system about as bad a failure as the old system. But that evil was not foreseen About two-thirds of the towns adopted the district system, and the districts received their books with enthusiasm, as was shown in the fact of the many instances that came to our knowledge where districts made grievous complaints that the inspectors had not given them their just share of the books.

The conclusion that the whole system has become a failure, because of the change from township to district libraries (in part), is entirely superficial. This is proved by the fact that, since that change, the township libraries have fared much the worse of the two. If this fact is questioned, look at the following statement of the number of volumes reported in each of the two years following 1859, and for the past two years:

1859.	In district libraries,		83,978;	in township,	59,530.
1860.	"	"	100.291;	"	56,760.
1870.	"	"	97,101;	"	53,725.
1871.	"	"	101,760;	"	48,470.

This shows most conclusively what was *not* the cause of the failure. That the real cause was in taking away all certain means of support, we argue from two considerations First, the result might most naturally be expected; and second, the libraries, both town and district, have prospered best in the counties having the largest income from fines. Wayne county, where the people are *blest* with a large income

from this source, in 1858 reported 8,275 volumes, and in 1871 39,424 volumes. It may be said that this is not quite a fair showing, since Detroit, in 1858, had no library. Very well; but, aside from Detroit, the townships of the county, since 1859, have increased from 8,275 to 19,424 volumes. But it is true that the splendid library of 20,000 volumes in Detroit was commenced with moneys received from fines, and I think has been built up mainly, if not wholly, from that fund, which amounted in the county the past year to $8,656.11; or 43 per cent of all reported in the State. Is it strange that the county reports about one-fourth of all the books in the school libraries of the State? Other counties have a similar state of library affairs, just about in proportion to their receipts from fines.

But it is often asked, "Why try to keep up the school libraries?—A plenty of books can now be obtained by everybody from other sources." True—and *such books!* The need of school libraries now is not simply to furnish books for the young; but rather to supply them with the *right kind* of books. This the law of 1859 would do. Under that law an improper book could not get a place in the library. And they were sure, not only of getting good books, but of their being well bound, and at the lowest possible rates.

In many of the counties a large part of the fines never reach the County Treasurer, and those that do are in some counties never apportioned to the towns, and the small amounts that finally reach the districts, not being enough to buy perhaps a book per year, are with a good conscience used for other purposes. The whole amount voted for libraries last spring was but $2,225.45; the fines $19,923.06. Total library funds, $22,148.61. The amount expended for books was $14,385.73, leaving $7,762.78 on hand or illegally used. In twenty-nine counties no receipts from fines are reported.

No libraries are reported in 2,540 districts in towns supposed to have the district system; and in 247 towns neither town nor district libraries are reported.

Aside from Wayne, Lenawee is the banner county, reporting 4,597 volumes in town, and 6,792 in district libraries. The next in order are Calhoun and Kalamazoo. Jackson county reports but 3,282 volumes. But, unsatisfactory as the subject appears, it is some consolation to know that there are still 150,230 volumes reported in the school libraries, and that not a few of the libraries are well sustained and well read.

PAYER AND WEYPRECHT'S OPEN POLAR SEA.

BY PROF. JOHN GOODISON.

IN June, 1870, Dr. Petermann, of Gotha, published a chart of the Gulf Stream, in which he showed that it could be traced east from Spitsbergen up to 79° north latitude. At this latitude, it still had a temperature of 4° Reaumur. Of course such a body of water meeting the polar ice would powerfully modify its condition; and to determine the nature and extent of this modification was the object of the expedition planned by Lieutenants Payer and Weyprecht. Lieut. Payer, as readers of this journal are aware, was a member of the second German Polar Expedition. Lieut. Weyprecht is an Austrian marine officer. They engaged a small Norwegian vessel, the "Isbjornen" (Ice-bear), and sailed from Tromso June 26th, 1871. They struck the ice in 73° 40′ N. lat., 21 E. long. from Greenwich. July 3d, they were beset in the ice during a violent northwest storm, but could hear open water dashing against the outer edge of the ice, from which, however, they did not get free till the 10th. From that time they followed the edge of the ice eastward. July 29th, they sighted Hope Island, and saw the first icebergs. Between Hope Island and 40° E. long., the ice was light, and so scattered as to present little obstruction to a steamer, and but little of it seemed to be older than one year. Cruising in various directions, and making an unsuccessful attempt to reach Gillis Land, they returned to Hope Island August 19th. Aug. 21st, 77° 17′ N. lat. was reached south of Gillis Land, the ice between 28° and 36° E. long. proving very thin. Aug. 29th, they reached 77½° N. lat. in 42° E. long.; and on the 30th, crossing the 78th parallel in a northeasterly direction, were astonished at the *entire absence* of ice. Sept. 1st, the highest latitude, 78° 48′ N., in 42½ E. long., was reached, the ice being only loose drift ice. Dense fog prevented penetration further north, though with clear weather 79° could have been readily passed. They ran southeast to 75° 44′ N. lat., 52° E. long.,

and below the 78th parallel found not a fragment of ice, even to the coast of Nova Zembla. Sept. 6th, they again met ice in 78° 5′ and 56° E. long. Running southeast, they crossed 77½° N. lat. in 59° E. long., and found here also, south from 78°, no ice. From this point the home journey was begun, and they reached Tromso Oct. 4th.

"While in the north of Spitzbergen," remark the travelers, "the ice on the margin of the warm current is heavy pack ice, east of Hope Island, no ice was met with to which that name could be given." The number of fin-whales was so great that for several days they were continually in sight.

Tobiesen, a Norwegian captain, not only fully confirms the report of Payer and Weyprecht, but states that the sea was open and navigable a month earlier. Mack, another Norwegian captain, two weeks later followed the open sea twenty-one degrees further east, and even here could discover no trace of ice in any direction, while the sea had a temperature of 6.75° Centigrade, and flowed rapidly against the wind.

The original telegram sent by the explorers to Dr. Petermann reads as follows: "September, open sea followed from 42° to 60° E. long. from Greenwich, beyond 78° N. lat. Greatest latitude, 79° N., in 43° E. long. Here the ice northward in favorable condition, apparent connection with the Polynia toward the east, apparently favorable North Pole route." Adding to this the twenty-one degrees eastern extension discovered by Captain Mack, we find the Open Sea has a range of thirty-nine degrees of longitude — 42° to 81°.

EDUCATIONAL MISCELLANY.

NO people need reminding of the physical conditions of welfare so much as we do. Upon the shores of this continent land, every year, thousands of parents who in their youth had no opportunity of getting knowledge. But, catching soon the spirit of their new country and perceiving the power which comes of the possession of knowledge, they resolve that their children shall have the advantages of education at any cost. It is a most commendable resolution; yet such parents, ignorant of the laws of health, and without experience of their own in the acquisition of knowledge, are almost sure to urge their children to an injurious excess of mental labor. All around me I see

lovely children who are victims of their parents' unenlightened ambition. . . . Nothing saves some children from utter destruction but their ceaseless rebellion against our murderous requirements.—They will not sit still in ill-ventilated rooms! They will not learn those long lessons out of school! They will coax excuses and holidays from their mothers. We compel them to disobey and misbehave, in order to save their lives.—*James Parton.*

PARENTS run the risk of losing the love of their children who put aside their trivial questions as of no consequence. An interrogation point symbolizes the life of childhood. "Why" and "What" are the keys with which it unlocks the treasury of the world. The boy's numberless questions often seem trivial, but the wise parent will never turn them off unanswered, if he can help it. It is his rich opportunity of teaching. He is met halfway, and there is all the difference between impressing truth on an eager mind and an uninterested one.—The little fellow, helping you at your work and pelting you with endless questions, will learn as much in a half-hour there as in a week when his body is a prisoner in the school-room and his thoughts are out of doors.—*Anon.*

NOT what I have, but what I do, is my kingdom. To each is given a certain inward talent, a certain outward environment of fortune: to each, by wisest combination of these two, a certain maximum of capability.—*Carlyle.*

THE following is a *verbatim* copy of a notice posted in St. Joseph county: "Notice There will be a meeting held in Dis No 2 to investigate the Cause of the incificency of the teacher to govern the School also Other Charges, By Oider of the imployers".....'What can I get you?" asked a book-store clerk of a boy. "Hoosier Schoolmaster," was the reply. "Who's my schoolmaster?" cried the clerk, his face in a blaze, as he came around the counter with his fist doubled; "I'll show you who's my schoolmaster!" The amazed boy retired instanter. .....Our friend Speller the other day saw the inscription, "United, we Conquer," and was so struck with the want of orthography, that he altered it himself. "Of course," he said, "it means 'united, we concur'—that's it!".....A little fellow, who had reached Italy in his geography, heard his father talking about mechanic's liens, when he interrupted with "Papa, I guess there must have been a pretty big mechanic's lien on the Tower of Pisa."

Hints for the School-room.

COMMON ERRORS OF SPEECH.

OUR experience with teachers tends to the conclusion that they are scarcely less liable than other people to blunders in the use of words. It is desirable, for the usefulness and reputation of the individual — sometimes for his security against rejection by the examiner — and for the honor of his vocation, that his speech and writing be reasonably correct; and we wish to point out some of the more common errors. "*Have went.*" We have known a distinguished Superintendent of Education to be guilty of this. It was once probably correct, since "went" is a past form of "wend;" but is now one of the worst of solecisms, and no pains are too great to weed it out of one's language. An inspection of the whole table of irregular verbs will lead, often, to the disclosure of many errors in the reader's practice, particularly in the use of *lie* and *lay*, *sit* and *set*. A few hours' exercise upon these and other dangerous "irregulars" will go far towards reform. "*I had rather.*" Can anyone parse a sentence beginning with this? The original of "had" in this connection doubtless was "would," which was corrupted into "'d" (as "I'd"), and this expanded into "had." Careful speakers have returned to the original form. "*Learn*" for "*teach.*" This was good usage in Shakespeare's time, and is still much in the common mouth, but is no longer regarded as correct. "*Who* did you meet?" "*Who* do you board with?" "*Them* things." "I have *not but*" (from a Normal professor's address). "Times *is*," "dollars *is*," and the like — very frequent errors in teaching arithmetic. The inaccuracy of these is apparent upon the face of them; yet they are often taught to schools by example — the most effective of teaching,— are even placed upon the blackboard, put into letters, and embodied in reports. Attentive study of the examples of false syntax in any of our larger grammars, with much practice in writing and uttering aloud the correct forms, will generally purify the usage; and such exercises we most earnestly recommend.

SHALL THE TEACHER STAND, OR SIT?

When making the selection of "Some More Rules" for the last number, we felt that a caveat ought to be entered against one or two of them, and are glad that a correspondent who has an influential name in the schools of Eastern Michigan has offered a protest:

"On page 99 of the March number of the TEACHER, are "Some More Rules," from the *Wisconsin Journal of Education*, among which is this: 'The true teacher will seldom seat himself before a class'—This dictum is often worded more strongly, viz.: 'Always stand, never sit, in presence of your class.' At the risk of being considered a heretic by our reformers in teaching, I protest against the stress that is laid upon this rule in many schools. I believe that some recitations—as, for example, those of advanced classes in languages—can be more profitably conducted if the teacher sits. But this is only a small point. What I would especially urge is that the practice of standing on the feet, if long continued, is destructive to the health, of women especially. It almost invariably induces hemorrhoids in men or women; but with women its almost sure results are to induce or aggravate *prolapsus uteri* and those disarrangements of the *catamenia* that bring such infinite mischief. Enough of the vitality of teachers is lost with the best of care; but it is inhuman and barbarous for a School Board or Superintendent to insist upon obedience to a rule that violates every principle of physiology, and inflicts incurable disorders upon the innocent victims.

E. BARTON WOOD, *Prin. Union School.*

Romeo, Mich., March 9th, 1872.

GEOGRAPHICAL NOTE.—Some doubts have recently been thrown on the generally accepted theories in regard to the Gulf Stream, but Captain Silas Bent, who has a good reputation as a physical geographer, claims that to reduce Northern Europe to a frozen wilderness, we have only to make a cut in the Isthmus of Panamá big enough to send the surplus equatorial current of the Atlantic into the Pacific, instead of having it diverted, as now, by the shores of the Gulf northeastward to the shores of Europe. England, parts of Germany, and Northern Europe, would then be reduced to their natural climate level—that of Labrador. The Gulf Stream has its origin in the westward equatorial currents. Take away the barrier of the Isthmus, and the warm water would go straight through to Asia.

HOW TO PUNISH.

There is great advantage in adapting the character of the punishment to that of the fault, — making it, as far as possible, the natural and proper consequence of it. For instance, if the boys of a school do not come in promptly at the close of a twenty minutes' recess, but waste five minutes by their dilatoriness in obeying the sound of the bell, and the teacher keeps them for *five minutes beyond the usual hour of dismissal*, to make up for the lost time, the punishment may be felt by them to be deserved, and it may have a good effect in diminishing the evil it is intended to remedy; but it will probably excite a considerable degree of mental irritation, if not of resentment, on the part of the children, which will diminish the good effect, or is, at any rate, an evil which is to be avoided, if possible.

If, now, on the other hand, he assigns precisely the same penalty in another form, the whole of the good effect may be secured without the evil. Suppose he addresses the boys, just before they are to go out at the next recess, as follows:

"I think, boys, that twenty minutes is about the right length of time for the recess, all told — that is, from the time you go out to the time you are *all* back in your seats again, quiet and ready to resume your studies. I found yesterday that it took five minutes for you all to come in — that is, it was five minutes from the time the bell was rung before all were in their seats; and to-day I shall ring the bell in *fifteen* minutes, so as to give you time to come in. If I find to-day that it takes ten minutes, I will give you more time to come in to-morrow, by ringing the bell after you have been out *ten* minutes. I am sorry to have you lose so much of your recess, and if you can make the time for coming in shorter, then, of course, your recess can be longer. I should not wonder if, after a few trials, you should find that you could all come in and get into your places in *one* minute; and if so, I shall be very glad, for then you can have an uninterrupted recess of *nineteen* minutes, which will be a great gain."

Everyone who has had any considerable experience in the management of boys will readily understand how different the effect of this measure will be from that of the other, while yet the penalty is in both cases precisely the same, — namely, the loss, for the boys, of five minutes of their play.—*Jacob Abbott.*

[The method has this advantage, also, that the punishment is not shared by the teacher.—EDITOR.]

PREPARING FOR RECITATION.

It is indispensable to success at the recitation that the teacher shall make a careful and thorough special preparation for each exercise.

This is a vital point. A teacher should never appear before a class without a careful review of the subject matter of the lesson in its relations to preceding lessons and to the mental status of his class. There should be not only a fresh examination of the subject, but a well-digested plan for accomplishing the objects for which the particular lesson is assigned. Every difficulty likely to arise should be foreseen, and, if possible, provided for in advance. The teacher should, in the course of this special preparation, strive to *put himself in the place of his pupils*, look at the subject from their standpoint, and anticipate, as far as practicable, the explanations, questions, and illustrations that may be necessary to lead them to the right conclusion.

The neglect of this special preparation is far too general. It is too common an occurrence for teachers to go into the class room with a vague conception of the subject in hand, with little knowledge of the peculiar needs of the pupils, and with none of that careful elaboration of plan which alone can give point and sharpness of drill, exactness of mental impressions, interest, and enthusiasm to the work of the hour. Special preparation for each recitation means revolution in methods of instruction, progress in study by the pupils, and a radical change in the character of our schools.—*Prof. W. F. Phelps, in Ill. Teacher.*

FOR GRAMMAR CLASSES.—The following exercise in correcting and parsing:

"I knew who he had seen, and I told him I knew who it was; but, tell me, who did you see? Who are you laughing at now? Who is it? Whom seek you? Who did you invite? I don't know who I shall go with. Who did you think I was? I asked whom she was. Who do you suppose would want it? Who shall you call for?—Whom are you writing to? Who shall I call you?"

RECREATIONS.—Start your school to spelling *six* in as many ways as the analogies of the language will admit — thus, *cyx*, *siks*, *sycs*, etc. It may be spelt in over 30 ways; *banquet* and *biscuit*, over 50 each; *scissors*, several thousand ways. Another: Name a State, or its natives, or a city, and let the pupils give its tropical designation. as the Lone-star State, Badgers, the Flour City, and the rest.

Current Topics.

THE Annual Report of the Superintendent of Public Instruction has appeared. It makes, with the accompanying sub-reports, a volume of 813 pages, and is a well-prepared document, possessing, we judge, more than usual interest. After some general considerations upon the prosperity of the year, and the prevalent industrial activity, Mr. Hosford remarks that "amid all this strife and push to develop material resources, the people do not lose sight of the necessity for securing mental training and moral culture, in order to render our material wealth a real good." The following paragraph marks progress:

"There has never been a year in which so many beautiful school buildings have been erected as during the one just passed. These have been built at an expense of from $20,000 to $80,000 each. Great care has been taken to secure the most convenient internal arrangement, and supply them with the best quality of school furniture and apparatus. The county superintendents, in their reports, speak especially of the numbers of new school houses that have been erected during the past year in many of the districts, costing from $2,000 to $5,000 each. These houses are usually seated with the best iron-frame seats, with desks, and the rooms well furnished with blackboards, globes, maps, charts, and other articles of school apparatus needed in school work. Many of the old houses have been repaired, and many of them remodeled, making them almost the same as new. This work is by no means complete. Preparations have been made in many places to build, and in some the work has been commenced, so that the next year will be as noted for the erection of new school-houses as the past."

It is also stated that more attention is paid to the care of school grounds than formerly. Important statistics are summarised in this:

"The average length of time the schools were formerly taught was about six months. This has been increased to seven months. In many districts the schools are continued nine months. One county superintendent reports the average of months they are taught in that county to be seven and one-half, and the average attendance to be 90 per cent. of those enrolled. It should be remembered, however, that not all of those whose names appear upon the school record are constant attendants. Some are in the schools but a few weeks, others might more properly be called occasional visitors rather than members of the school, so frequent and continued are their absences. This irregularity is a great annoyance to the teachers, and is a source of incalculable evil to the schools."

The report from the Attendance Act is not unfavorable, we are glad to see:

"It has been too short a time since the compulsory law became operative to enable us to judge of its efficiency. Some of the superintendents say, in their reports that the compulsory law is already producing good results.—Parents are more thoughtful in sending their children to school, the chil-

dren that are seen about the streets during school hours attract attention, and the inquiry is at once raised why they are not in school. It will doubtless be seen at the close of the year that a much larger per cent. of attendance has been secured than ever before. The schools are now much larger than during the last year, and the attendance more regular. The determination is frequently expressed to see that the compulsory law is enforced."

Uniformity of text-books is discussed at some length, but the only practical conclusion reached seems to be that "if the school boards of a county could agree upon the series of books that should be used in the schools of the county, arrangements could be made with the publishers of those books to furnish them at reduced prices." The destruction of school-houses by the fires of last autumn is interjected here, and a new appeal for the three-term system is made:

"The plan proposed is to have the fall term commence with the school year, the first Monday of September, or as soon after that as possible, and continue two months, with a vacation of one week; then follows a winter term of four months, with a vacation of two weeks; then a summer term of three months; then a vacation until September."

—a plan which receives the hearty concurrence of every thinking person who has had experience with the district schools. An interesting discussion of the kindergarten follows, which we may transfer bodily to our pages next month. The experiment in the public schools of Lansing has "proved a complete success." Supt. Brokaw, of that city, we should add, is not so enthusiastic, and is far from satisfied with its workings. There is a good summary of statistics, the most important of which were given to our readers last month. Something new has been collected this time:

"It was deemed desirable to ascertain the capacity as well as value of school houses, and the blanks were, for the first time, prepared for that purpose. Estimating a few which failed to be reported, we find accommodations for 374,760 children. This may not be absolutely correct, but it cannot be essentially out of the way; and if so it shows that there are at all times not less than 175,000 vacant seats; for it is not supposed that of the 292,466 children attending school, more than 200,000 are in school at the same time. This result is probably contrary to the general opinion. But while it appears that the State has school-house capacity enough in the aggregate, it is still true that very many districts are sadly deficient. A considerable number report less seats than the number attending school; many report less than than the number in the school census: and many that report seats enough for the wants of the district, evidently call them seats by courtesy."

Four per cent. increased attendance (not due, however, to the compulsory law) is reported. Teachers' wages have slightly decreased, averaging, per month, $49.92 for men, and $27.21 for women. The total value of school-houses in the State is set down at $7,155,995, and the average cost of tuition per month, for each child, at fifty-six cents.

THE educational intelligence of the month exhibits progress, especially in the organization of Associations and Institutes, and the new requirements and regulations of the County Superintendents. Our News Department will repay careful perusal.

THE State Legislature has done well by education at the special term. A number of acts were passed, some of which are important, as the following, which amends and adds to Section 136 of the Primary School Law:

SEC. 136. The township board of each township, and in the case of fractional school distr cts, the township board the township in which the district school-house thereof is situate l, shall have power and is hereby required to remove from office, upon satisfactory proof, after at least five day's notice to the party implicated, any district officer or school inspector who shall have illegally used or disposed of any of the public moneys intrusted to his charge, or who shall persistently and without sufficient cause refuse or neglect to discharge any one of of the duties of his office. And in case of such removal, it shall be the duty of the township clerk of such township to enter in the records of such township the resolution or order of such board for such removal; and such record of such resolution or order so entered, or a certified copy thereof, shall be *prima facie* evidence in all courts and places of the jurisdiction of such board and of the regularity of the proceedings for such removal, and, (unless the party so removed shall, within thirty days after such removal, institute proceedings before a court of competent jurisdiction for the removal of such order for removal, or if after such thirty days such proceedings to obtain such removal shall be discontinued or dismissed) shall be conclusive evidence of jurisdiction and regularity, if it shall appear that the party so removed had five days' notice of the time and place fixed by said board for the hearing of the case as aforesaid."

An amendment was also passed, providing that the voters of any district having more than three hundred children of school age may designate by a two-thirds vote any number of sites for school-houses, including a union school-house, and may change the same by a similar vote. If two-thirds can not agree, a majority may instruct the District Board to make the location. Money may be borrowed by any such district, to build and equip a union school-house, to the amount of $15,000. Bills were passed to authorize fractional districts in Tuscola county to issue bonds for the rebuilding of burned school-houses, and to further define the duties of Superintendent of Public Instruction. We have not seen the full text of either.

THE University *Chronicle* temperately and judiciously reviews the lament of the TEACHER, last July, that the graduates of the University who become teachers "must enter upon this great work wholly unprepared in its theory and practice, so far as the equipment of the University goes to such preparation," and that they should "be permitted to spring at once into the high places of the educational profession, without at least a shadow of such preparation, in the particulars of length and carefulness, as is required for the practice of law, medicine, and divinity." The *Chronicle* thinks that knowledge of the art of teaching is gained from example no less than from precept, and that "the pupil may obtain from his instructors, by observing their methods of teaching, a respectable degree of preparation for the same work." "As a matter of fact, many University graduates do each year enter upon the work of teaching with no other preparation and with no previous experience, and yet perform it with creditable success." We have no occasion to

dissent from these views, and perhaps should withdraw the word "shadow" from our former article. At a future time, with more space at command, we may reply to the writer's objection to the establishment of a chair for normal instruction. That he agrees with us in the main proposition, is manifest in his closing paragraph, calling for the formation of a "teachers' class."

PROF. Adams's essay is a material expansion of his former contribution on the Study of History. We are confident of its value to general readers, as well as to those interested in preparation for the State University. We have a very valuable article in the series on Admission to the University, by Dr. Winchell, for the May number, and others are promised in due order.

SOME years ago, during an Institute lecture, we remember submitting a remark as to the influence of the mother's mental and moral states upon the unborn child, which called out some silly ridicule in high quarters, as an attempt to discuss "pre-natal training." This fact does not decrease our gratification upon finding the same subject, under the head "Ante-Natal Training," treated in an elaborate chapter of a recent book by one of the most distinguished physicians of New York. The inquiries of educators will by and by turn largely to this matter, and we gladly welcome any contribution toward its elucidation.

Literary Matters.

A TREATISE ON SPECIAL OR ELEMENTARY GEOMETRY. School Edition. By EDWARD OLNEY. New York: *Sheldon & Company*. 1872.

More than a passing notice is due a mathematical work written by an eminent teacher, and characterized by excellencies found in no other treatise of the kind. The TEACHER has already commended the excellent Algebra prepared by Professor Olney, and the opinion then expressed of its peculiar merits has been fully confirmed by actual use in the class-room. Both books reflect, in large measure, the accurate scholarship, exact method, and clear reasoning of their author; and each is an embodiment of what is latest and best in matter and method.

The general plan of the Geometry deserves especial commendation. Historically, every science has been evolved out of its corresponding art. Facts must be collected before their mutual relations can be discovered and their resulting laws enunciated. Geometry, though an embodiment of the purest abstract laws, was earth-born; and its beginning can be traced to the rude attempts of mankind to establish the boundaries of their lands. The basis of each science is therefore a body of facts to be classified and explained; and from such classification are to be evolved the corresponding laws. Hitherto the pupil has entered upon the abstruse reasonings of geometry without that preliminary and experimental knowledge of facts which alone can ren-

der such study intelligible. This science, to many pupils, has been barren of good results; while all have suffered from unnatural, unphilosophical methods of study. Part First of the above work is purely empirical, its purpose being to familiarize the mind of the pupil with the things about which he is to reason, and to discover by experiment, in particular cases, the relations which logic is afterwards to show to be universal. This feature of the work is peculiar, and gives to it a value which is inestimable.

The leading geometricians of France and Germany employ the notion of *motion* in demonstrating the truths of elementary geometry. Strangely enough, this method has had scarcely a place in American text-books, while its simplicity and clearness would seem to entitle it to special pre-eminence. Professor Olney has given this method of proof deserved prominence, and has thereby simplified his demonstrations.

This author has adhered to a strict classification of topics. Each chapter is devoted to a special subject, which is discussed once for all. In this respect the work stands alone, and this original feature must be regarded as one of the highest merits of the treatise.

The test of thorough instruction is the pupil's ability to reproduce what he has received; and it is worthy of notice that this text-book embodies the teacher's ideal method. Each chapter is concluded by a synopsis, not as an ornament or a convenience, but as an integral and necessary part of the course of instruction.

Thus a studied review of this work leaves an impression of a natural, systematic arrangement of matter, and of a truly philosophical method. The language is concise and clear; the habit of independent thought is constantly fostered; and the art of correct reasoning is taught by good example.

While every true work like this is independent of latitude or longitude, circumstances may impart to it an added local value. Michigan has an ideal school system, excellent so far as it has been developed, but still needing unification. The University and the common school are the extremes which need to be brought into vital relations through the high school. No man among us is more earnestly interested in this work than Professor Olney; and the book under consideration will be better appreciated by recollecting that it is designed to assist in harmonizing the high school course with that of the University. A portion of the mathematical work hitherto done in the University is remanded to the high school; and this text book, in its matter and method, is the measure of what is expected in this department from the preparatory schools.

It seems fitting to close this notice with a reference to the Stoddard Series, to which this book belongs. This Series has the peculiar merit of being prepared by men who are both profound mathematicians and accurate writers. The books have not been simply manufactured, but give evidence of an organic growth. In them features of peculiar excellence have appeared for the first time; and, though these have been freely appropriated, the originals still surpass the best imitations. W. H. P.

ELEMENTS OF TRIGONOMETRY, PLANE AND SPHERICAL. By EDWARD OLNEY. New York: *Sheldon & Company.* 1872.

Professor Olney's earlier works — his Algebra, and General Geometry and Calculus — have prepared the public to receive with favor this additional volume. It bears marks of the same accuracy and fullness, and rigid adherence to philosophical method, by which his former books and his work as a teacher are characterized. Nothing is out of place. Nothing is omitted that is essential to the comprehension of the subject. Everything of real value in similar treatises is found here, and some distinctive features are introduced.

One of the new features is the method of projecting spherical triangles.— Every teacher of mathematics knows that many pupils find difficulty in forming a conception of a spherical triangle, as it is represented on the page of the book. And of course there is no possibility of representing the surface of a sphere on a plane surface, so as to preserve the exact proportion of all the parts. But it is a singular fact that authors who have discussed the subject of Projection, and explained the methods of projecting a sphere on a plane, have always failed to apply their principles in their own diagrams. Perhaps it never occurred to them to exemplify their methods in the representation of spherical triangles. Or, more likely, the study of Trigonometry preceding that of Projection, they have thought students would be unprepared for such diagrams. But the principles of this method of projection are very simple. It is what is commonly called *orthographic projection*, one side of the triangle being an arc of the primitive circle, and if another side is perpendicular to this, the second being represented by a straight line.— When once the method is understood, it is simpler and more easily used than the ordinary method, as well as more faithful in the representation of the parts, and less likely to mislead.

An important feature of the book is the abundance of exercises scattered through it for the use of the student. These furnish facilities for applying his knowledge as soon as he acquires it, and of necessity increase his interest in conclusions or principles which would otherwise be mere abstractions.

We should be glad to speak more at length of the different characteristics of the book, but must content ourselves with expressing great gratification at the author's success, and with congratulating the people of Michigan on having in the chair of Mathematics in the University, a man so perfectly at home in his department and so competent as a teacher. E. B.

WORD-ANALYSIS, A Graded Class-Book of English Derivative Words. By WM. SWINTON, A. M. New York: *Ivison, Blakeman, Taylor & Co.* 1872.

We are truly grateful to so distinguished a scholar as Mr. Swinton for taking time and trouble to prepare this little manual. Within 125 16mo pages he has compassed a surprising amount of stimulating and otherwise valuable information, the mastery of which, we venture to say, is within the ability of all our middle and higher grades of pupils. We acknowledge personal indebtedness to it in recent public work.

MINOR NOTICES.

We have inspected with utter amazement a book entitled *Elements of Geography and History*, with specimens of the stereoscopic views accompanying it and used for its illustration in schools. It is replete with the most hideous blunders, and the author's estimate of the schools that would buy and use such a book must be mean indeed. To the stereographs we award the premium as the very worst we have ever seen. These things issue from Rockford, Illinois; and if they are offered in Michigan, we hope the schools will be duly warned against them. The idea is a good one, however, which ought to be correctly and handsomely embodied.....From B. Pickman Mann, of Cambridge, Mass., we have a valuable *Catalogue* of the phænogamous plants of the United States east of the Mississippi, and of the vascular cryptogamous plants of North America north of Mexico. Sent postpaid for 35 cents. .....E. B. Smith & Co. publish a neat octavo volume of *Interest Tables*, with a number of useful business tables appended. The calculations were made by Duane Doty, and may be safely commended to business men and to teachers of arithmetic.....Silas Farmer & Co., also of Detroit, have issued a new edition of their *Map of Michigan*, corrected and otherwise improved. It is just the thing for district schoolhouses, as well as families and offices.....L. J. Marcy, of Philadelphia—formerly, we believe, of the Detroit public schools—is winning much reputation as the manufacturer of the Sciopticon, or improved magic lantern, a capital instrument for educational purposes. We are indebted to him for a copy of his *Sciopticon Manual*.....The Index Company, Chicago, send us a new kind of *Temporary Binder*, which seems excellently adapted to its purpose. They furnish it of many sizes and styles. The *National Business Index*, a thirty two page quarto issued monthly by this company, seems to be a useful compilation of many facts.....Late publications include a *Supplement to Dana's Mineralogy*, bringing the work up to date; a new edition of Nicholson's *Manual of Zoology*; a cheap edition of Deschanel's *Natural Philosophy*; Wilson's *Solid Geometry and Conic Sections*; *The Science of Wealth*, a manual of political economy, by Amasa Walker, LL. D.; Maury's *Wall Maps*, eight in number; and a small *Relief Map of the United States*. .....Among books nearly ready are Bain's *English Grammar*; Minto's *Manual of English Prose Literature*; Hall-owell's *Geometrical Analysis*; and *Julius Cæsar*, another of Rolfe's Shakespearian text books. Appleton & Co. begin the "International Scientific Series" about this time, with the issue of Prof. Tyndall's monograph on *The Forms of Water*.....The *Congregational Review* has been consolidated with the *New Englander*. This solid quarterly gives us much of the best thinking of the country. It is cheaper than the *North American Review*, and is a good substitute for it.....*Scribner's Monthly* has gone to the front rank, and is easily chief in some departments. Mr. Warner is drawing deserved attention to his Lamb-like essays entitled "Back-log Studies," and the illustrations of the magazine are superb throughout.....We welcome *Hearth and Home* most cordially. A more valuable addition to the family reading could scarcely be made. Edward Eggleston edits it, and fills it full of first-rate matter, brilliantly illustrated. We club with it.

Educational Intelligence.

MICHIGAN.

PROCEEDINGS OF THE TENTH SEMI-ANNUAL SESSION OF THE STATE ASSOCIATION OF COUNTY SUPERINTENDENTS, HELD IN PORT HURON, FEB. 20 AND 21, 1872.

TUESDAY, 20th.—The Association met pursuant to call. Present, then or subsequently, Supts. Luce of Branch, Gower of Genesee, Botsford of Hillsdale, Curtis of Isabella, Hall of Kalamazoo, Vincent of Lapeer, Stearns of Lenawee, Woodford of Macomb, Willard of Monroe, Stowell of Muskegon, Corbin of Oakland, Goodman of Saginaw, Parker of Sanilac, Cook of Shiawassee, Little of St. Clair, and Brown of Wayne. The afternoon session was occupied with reports from the counties and narrations of personal experience, the abstract of which we have lost. A public address was delivered in the evening by Supt. Duane Doty, of Detroit.

WEDNESDAY, Feb. 21.—A. M. Supt. Goodman conducted devotional exercises. Mr. Woodford was excused from filling his appointment as reader of a paper on "The Grading of District Schools." An assessment was made to meet financial deficiencies.

The "experience meeting" was resumed.

Supt. Gower spoke in favor of a uniformity of text-books in the schools, urging the benefits and a necessity of this. He had found all the schools in his own county in a flourishing condition, and though on the start he had feared to urge uniformity in books, on account of the unpopularity of the scheme, it had proved a success and the good results of a county uniformity in schools were appreciated by the people pretty generally. Supt. Luce also spoke of the work in his county, and the favor with which the various plans were received. Supt. Curtis also stated that the uniformity system was established in his county. Owing, however, to the small means of many families, the necessary amount to buy books was not within their reach, so that the system had not been thororghly tried. Supt. Hall related his experience, which he stated had been varied and somewhat checkered, especially in regard to several cases of dissatisfaction on the part of some districts with their teachers. Supt. Vincent stated that the uniformity system had perplexed them in his county. Several districts have purchased the books and placed them in the hands of the children. The system was well received, and would be, he thought, generally adopted. He related that one or two cases of dissatisfaction had arisen in one particular district. One was of a young man who had been guilty of an indiscretion, in putting his arm around one of the larger girls of his school. As this (the habit, not the arm) could not very well go around the whole school, the teacher was discharged. Supt. Stearns related his experience in the method of visiting the various schools throughout his county. He had paid especial attention

to the matter of instruction in reading in the schools. As to the uniformity system he found much difficulty in enforcing it. Many of the towns in his county were on the line between Ohio and Michigan. In every township there was a partiality for different text-books, and it was found utterly impossible to overcome this partiality. Ohio text-books were mostly used in these towns, and they could not be persuaded that any others could be used. He had found some difficulty in the management of districts. In a few great fault was found with the teachers. If they controlled (*i. e.*, "whaled") the pupils, the latter would leave school. If the teacher could not control his pupils *he* would leave, so that such cases presented extremely perplexing phases. Profanity in some districts was very common. At home the children heard the father swear, the mother swear, and at school the teacher—and of course the children swore On visiting these districts and schools, he himself really felt inclined, in utter despair at the state of things existing, to swear also. He also spoke concerning the objections sometimes offered by teachers to being examined further than their first grade certificates provided for. He hoped the discussion of this question would be taken up by the others present. Supt. Corbin stated that he would like to know if there was any rule by which teachers could extend the examination by inspectors beyond what was laid down in the certificate. This question, and also the one of paying a higher salary for those required to teach the higher studies and languages, was also discussed at length. Supt. Hosford stated that the inspector had a right to examine the teacher in the branches he was to teach. If a teacher refused to be examined in certain branches, and afterwards went into school and taught those, the teacher's position could be considered annulled.

Supt. Goodman now took up the discussion, at some length, of the wants of our common schools. He thought that diligent and careful inquiry should be made into these wants, and as an aid in this matter inquiry should be made into the objects and aims of our common schools. The first want is better teachers—better in a variety of aspects, and especially in general information. Enthusiastic teachers are wanted, live teachers. It seemed sometimes as if it would be a relief to give a thorough shaking to many teachers. [A voice—"The young men, of course."] As to facilities, we often send off teachers without giving them the proper tools to work with. Requisite apparatus must be had. In this respect the uniformity system of text books is necessary. Adopt a system, and require every scholar that enters your school to buy a book belonging to this system. In this way, without any revolution or suddenness, the system as a whole will be soon adopted. By beginning in districts you can work up to the townships, and the uniformity of text-books be established throughout the county. Another greater want is a wider diffused knowledge and appreciation among the people of the status of the schools. Let them take such interest in the work that the parents and patrons of the school will visit them, and see for themselves the manner in which they are conducted. General discussion was then invited. Supt. Stearns thought that the uniformity system should be insisted upon where it was possible. In some districts great trouble was found in the working of the compulsory education law. Parents would send their children to school without books, those too that were perfectly well able to buy them. The pupils having no books were sent home, and their parents would state that they had done their duty in sending them to school. He mentioned the facilities which were ofttimes lacking in the schools. In some schools there was no apparatus, and the teachers were bound hand and foot as it were by lack of tools to work with. He carried in his visits chalk, paper and pens, and gave them to those teachers whom he found without. The expense was not great, and he felt that these gifts were fully repaid by the increased good accomplished. There was too much

memorizing in all the schools, in the union schools as well as the others.—There are needed globes, maps, blackboards, dictionaries, and school registers. The tools to work with must be furnished before great results could be expected. A higher standard was needed in the qualification of teachers, and the need of better teachers was greatly felt.

P. M.—Election of officers, resulting as follows:

President—Supt. Botsford, of Hillsdale.

Vice Presidents—Supts. Goodman, of Saginaw; Stearns, of Lenawee; Luce, of Branch; Hall, of Kalamazoo.

Secretaries—Supts. Willard, of Monroe, and Curtis, of Isabella.

Executive Committee—Supts. Corbin, of Oakland; Bennett, of Jackson; Cook, of Shiawassee; Vincent, of Lapeer; Gower, of Genesee.

The next meeting was fixed for the 10th of September, at Lansing. Supt. Botsford gave notice that an amendment to the Constitution would be presented at the next meeting, providing for annual sessions only. An assessment of fifty cents upon each County Superintendent, for contingent expenses, was ordered.

Supt. Stowell, of Muskegon, was then called upon to open the discussion on the subject, "Is School Visitation as Practiced by County Superintendents Accomplishing what it Ought to Do?" He thought the framing of this question decidedly faulty, and hardly knew what to make of it. The President replied that it was the *idea* and not the framing of the sentence, they wished to get at. Supt. Stowell thought the idea was rather vague, but he would speak on what he considered the subject. He spoke at length on the uniformity system, which, as practised, was accomplishing a great deal of good. There were, however, twice as many text-books as there should be, and it was worth much more to have a few standard uniform works and subjects. The multiplicity of subjects confused the pupils' minds. When they graduated they were, perhaps, only half educated. The two things necessary were uniformity in text-books and the saving of time in teaching the pupil what now it takes perhaps months and years even. Supt. Goodman next spoke on "school visitations." The one great object, it seemed to him, was to see how the teachers were getting along. Often difficulties would arise in the school, and visitations alone would at times accomplish a great deal of good in settling them. Supt. E. G. Hall also spoke somewhat at length on the same subject, especially in regard to the importance of supervising strictly the mode of instruction in the school, and in taking charge of the school, visiting it, and making suggestions to the teachers afterwards, not publicly before the school. Supts. Stearns, Gower, Brown, and Willard also spoke briefly on this subject, giving valuable hints and suggestions as to the best means of making and conducting school visitations. Several adverse opinions were also expressed by one or two members, in regard to the advisability and the real amount of good accomplished by these visitations.

The next subject taken up was "What means can we devise to teach teachers how to teach?" Opened by Supt. Corbin. Institutes had been held he said, in the different counties, and many lectures given, etc. But probably nine-tenths of the teachers in those institutes had gone away with just a smattering of knowledge how to teach. He thought small institutes, well conducted, were the most profitable means of pursuing successfully this object. Supt. Luce also spoke on this subject, detailing the plans which he had pursued in Branch county in the conducting of these institutes. He thought the general way of conducting them was rather loose, though he had met with unexpected success in the results accomplished. Supt. Goodman described the manner in which he had conducted these institutes, the

best feature of which he considered the lectures. He also discussed the question of the proper length of time and intervals of holding them. Supt. Willard stated the course which he had taken in regard to teaching teachers. He had not met with great success, but though they had had ins itutes in Monroe county, yet there was not always as full an attendance as desirable. He thought the lecture system was good, but considered that oftentimes careful study and an education by themselves in the best methods of teaching was worth more t teachers than anything else. Supt. Bellows, of the Normal School, followed, giving his experience in the way of teaching, and recommended many of the suggestions made by the preceding speakers as being valuable and of much importance, especially those in relation to institute work. Supt. Hosford also made a few brief remarks on this subject, dwelling particularly on the various proposed methods of imparting instruct on.

The chairman appointed Supts. Willard, Goodman and Stearns to draft a set of resolutions and present them at the close of the evening lecture.

Supt. Little then read a paper on "The Teachers our Times Demand." After drawing a parallel between the teachers of the past and present, and a well-defined picture of this ideal teacher, he concluded by saying: "The teachers the times demand are those who fully understand the requirements of their profession; who can readily impart their kn wledge to others; who teach the youth as though they were reasoning beings and not machines; who explain principles by familiar illustrations; who will make their schoolrooms places of practical life: who will study the science of their profession in every way within their power; who follow the calling because they have a love for it, and who intend to make it the occupation of their lives." A general discussion then took place on this subject, Supts. Stowell, Vincent, Botsford and others speaking briefly.

A paper was next presented by Supt. Willard, from ex-Supt. Ford, of Berrien, on "What amount of statistical matter ought to be embodied in our annual report to the State Superintendent." As there was no time to read this it was duly accepted by the convention, with thanks to the writer thereof.

A very brief discussion then followed on the wants of common schools, which subject was discussed in the morning.

EVENING.—The announced lecture by President Angell, of the State University, was not delivered, owing to his non arrival. Several short speeches were made by Supt. Goodman and others, in which humor was the prevailing element, and the Convention then adjourned.

[We are indebted to the Detroit *Daily Post* for the major part of the above report.—EDITOR.]

SCHOOL-HOUSES.—The State Relief Committee have appropriated $10,000 to rebuild the school-houses burned last fall in Huron and Sanilac counties. Aid will be given only to districts which complete their buildings before next October.... .The building committee of the Odd Fellows' Institute at Lansing have resolved to put up the main edifice during the coming summer.....Leslie will enlarge its union school-house to the extent of a $4,000 wing.....Cheboygan is to have a new brick school-house.

INSTITUTES, ETC.—The last week in March included several meetings. A State Institute joined with the Allegan County Association in a five-days' meeting at Otsego; County Institutes were held at Quincy, Branch county, and Big Rapids, Mecosta county; and meetings of County Associations were

appointed for the 29th and 30th, at St. Johns, in Clinton, and Buchanan, in Berrien. A notable feature of the St. Johns meeting was to be a spelling match for prizes, open to everybody.....A State Institute is appointed at Almont, Lapeer county, during the first week of April. A County Institute is to meet in Grand Haven, Ottawa county, April 3–5.....Lapeer has organized a County Educational Society: Supt. Vincent, President.....Manistee is preparing for a County Association.....Another Educational Convention was held in Van Buren county, at Breedsville, March 15 and 16.....The Ionia County Association had a meetin of uncommon interest at Lyons on the 7th, 8th, and 8th ults. A list of text books for the county was adopted.....Supt. Diamond, of Barry county, meets a teachers' class at Hickory Corners during four weeks from March 25.

THE SPRING EXAMINATIONS — of both teachers and schools — are now in active progress. In the former, we notice some new features. Supts. Kellogg, of Van Buren, and Latta, of Allegan, allow ten and fifteen per cent, respectively on a candidate's general average, for taking an educational journal. Supt. Parker, of Sanilac, announces that all private examinations must be paid for by the candidates, as the county does not provide for them. Supt. Stearns, of Lenawee, will give no office inspections before his regular examinations begin. He issues a valuable circular of suggestions to candidates.

PERSONAL.—Prof. J. P. Vroman, formerly Principal of the East Saginaw High School, has been elected Professor of Ancient Languages in the State Normal School, *vice* E. Darrow, deceased.....Miss Dennis has resigned her place in the Faculty of Olivet College. Mr. Frank H. Geer, of Olivet '71, is a teacher in the High School at East Cleveland, O.....All the late teachers of the Galesburg Union have resigned, from the failure of the School Board to sustain their own regulations. Prof. Swan has become Assistant Superintendent at the State Reform School, and Miss Frances Beattie has gone to Ypsilanti.. ..Mr. M. A. Kellogg, teacher at New Buffalo, resigns, and goes to Oakfield, N. Y., as Assistant Master in Cary Seminary. He has done a very useful work in his school, and his resignation is much regretted..... Among the recent graduates from the Michigan Homœopathic College, was Mr. W. C. Clemo, a well-known teacher in Oakland county.....Prof. M. M. Jervis, of Watrousville, is the successor of the Rev. S. N. Hill, as School Superintendent in Tuscola county.

MISCELLANEOUS.—Supt. Diamond writes from Barry: "School matters improve in this county. I find I can push up the standard, and yet supply the schools. Quite a number of good school buildings will be built the coming summer, two union buildings among them."".....Prin. Curtis reports the Almont Union as flourishing. He has five assistants.....The Mason Union has a lecture-course, supplied by its own students, with good success.

OTHER STATES.

By the Report of U. S. Commissioner Eaton, 5,500,000 people in the Union can not read or write. Four-fifths of them are in the Southern States..... New Jersey raised $2,375,000 by local taxation for school purposes last year.

Of 255,958 school children, only 170,000 attended, so that the taxation averaged nearly $14 a pupil.....The Trustees of Cornell University have voted to admit women. Sixty-three students labor manually for support. The Syracuse University has opened prosperously, with a property of $600,000, and endowment enough to found nineteen or twenty professorships.....The Ohio Agricultural and Mechanic Art College will be near Columbus. Commissioner Harvey says the three great educational needs of his State are a normal system, county supervision, and the township system.....Fisk University, in Nashville, has jumped into fame through the efforts in its behalf of a remarkable band of "Jubilee Singers," all colored, who are delighting immense audiences in Eastern cities. This is the school of which Prof A. K. Spence, late of Michigan University, is President.....The Principals' Association of Wisconsin have voted in favor of county high schools, and against compulsory education. A fourth normal school will be established shortly at River Falls, in the St. Croix valley.

FOREIGN.

The Manchester *Guardian* of Jan. 24 says: "Education seems to be a promising difficulty in the New Year for European statesmen in all parts of the Continent. In France the subject is only kept back by the immediate necessity of settling financial questions, and the resignation of the Prussian Minister, Herr Von Muhler, shows that it is uppermost in Germany." It is uppermost in Great Britain also. Ireland demands that the Catholics shall control the funds and instruction of the schools in Catholic districts; while in England, the Educational League demands purely secular education in the public schools. A convention of 1800 delegates lately met in Manchester, and declared for perfect religious equality in education. In the midst of all this agitation, the new school system does not work very smoothly.....The Romanists are at work to repeal the late school law of New Brunswick — a most excellent one, under which much good work has already been done..... Brazil has adopted compulsory education, providing also for the clothing of poor children at public expense.....Education makes progress in France.— The Minister of Public Instruction recommends compulsory measures, and legislative committees propose to open the schools to teaching by all properly qualified persons, and to hold illiterate soldiers beyond their term of service, until they have learned to read and write.....Germany has substituted governmental for clerical supervision of the public schools.....The Italian Parliament is considering a school code modeled after the best American and German systems. The Pope will shortly issue an encyclical letter upon public instruction.....Russia has recently organized 15,000 public schools..... Schools (even a normal one) for girls are rapidly increasing in Turkey. A Christian has actually been appointed Minister of Public Instruction.....Japan is undergoing thorough social reconstruction. Hon. B. G. Northrop, of Connecticut, has been invited to go there and remodel its school system, at $10,000 a year.....It is proposed again to establish an American college in China, with $400,000 due from the United States to that government.

THE MICHIGAN TEACHER.

Volume VII. . . . . NILES, JUNE, 1872. . . . . Number 6.

THE ART OF TEACHING.

BY A. G. BOYDEN.

WHAT is teaching? Let us illustrate and define:

Teacher (requiring the pupil to pass his hand over the surface of the blackboard). What kind of a surface is it?

Pupil. A flat or plane surface.

T. Make four straight lines meeting each other. What do these lines enclose?

P. A portion of a plane.

T. Write the words on the board. How is this portion of a plane bounded?

P. It is bounded by straight lines.

T. Write this under the first. Bounded by how many lines?

P. Four.

T. Write. Tell me what you have.

P. A portion of a plane, bounded by straight lines, four in number.

T. What is any portion of a plane bounded by lines called?

P. A plane figure.

T. Describe this figure.

P. It is a four-sided plane figure.

T. Quadrilateral means having four sides. What may you call this figure?

P. A quadrilateral.

T. Right. What is a quadrilateral?

P. A quadrilateral is a plane figure bounded by four straight lines.

T. Make six quadrilaterals on the board.

Observing carefully this illustration of teaching, we derive our definition from it, namely: *Teaching is presenting an object of thought to the mind of the pupil in such a manner as to lead him to think and gain knowledge.*

First. The teacher presents the object of thought in such a way as to secure the attention of the pupil. The vital element of all teaching is mental activity. The mind of the teacher must lead the mind of the pupil. It is not merely a cold, intellectual process. Thought, feeling, and volition are all involved. The teacher must be earnest, definite, sympathetic. Thus led, the pupil apprehends the object of thought, feels an interest, and voluntarily gives himself to the lead of the teacher. The pupil's mind must be actively at work with the teacher. One can not teach if he has not the power to hold the attention of the pupil. Since in schools we must teach classes, the teacher must have the power to hold the attention of every member of his class, or he fails in his work.

Second. The teacher, by appropriate questions, leads the pupil to discover for himself the truths he would have him learn, and then to state them. He tells the pupil that which he can not find out for himself without too much time and effort. He leads the pupil to think. The pupil must think for himself, must get the knowledge for himself. In this way he learns to think and to express his thoughts. He gets *ideas* first, then the right words for their expression. This is the natural order. The words thus learned have meaning.

Third. The pupil by his own thinking gains knowledge, the only way in which he can acquire it. It is real knowledge which he can use. In this illustration the knowledge gained is a definition, the sum of the essential marks of the object, the marks which belong in common to all quadrilaterals.

All that the teacher can do for his pupil is to present to his mind the right object of thought in the right way. The pupil, under the guidance of the teacher, must think for himself, must gain knowledge for himself, and thus he acquires the ability and the inclination to make the right use of his mental power. When, by the oral teaching now described, the pupil has gained ideas and associated them with their appropriate words, the author may be his teacher. He can then read the printed page, and be led by it to think and gain knowledge.

This is the written method of teaching. Both methods are necessary, but oral teaching is vastly more effective than written. It is indispensable in all branches of study, and with all classes of pupils. With the youngest pupils no other can be used. As the pupil learns how to study and gets a love for it, less oral teaching and more of written may be used; but so long as the living teacher is needed by the pupil, it is mainly for the oral teaching which he gives. The object of oral teaching is threefold: To show the pupil *what* to study, to teach him *how* to study, and to excite his interest in the work. To accomplish this object the oral teaching should be given when the lesson is assigned to the pupil; then he knows how to prepare himself for a thorough examination upon the lesson, — a subsequent part of the teacher's work, and indispensable to the pupil, — to the end that he may become an independent, self-reliant worker.

Teacher and pupil must work together, must be in sympathy. If the pupil has no appetite for intellectual food, the teacher must create one: he must be able to excite an interest in subjects of study which are not in themselves attractive to the pupil. The art of teaching, then, includes all the means by which the teacher sustains the attention of the class.

What are the conditions for securing the attention of pupils?

First of all, the teacher must know the laws of mental activity: he must know what the powers of the mind are, and how they are called into exercise. One who would lead another must know how to address him so that he will be willing to follow. The teacher must not only know the general laws of mental activity, but he must form a distinct and definite estimate of the mental and moral character of each pupil. How else can he bring them into sympathy with himself, and inspire them with a love for the work that shall secure their vigorous effort for its accomplishment?

Not only must the teacher know the mind he is to teach, but he must thoroughly know the subject he is to present: he must know much more than he teaches, and he must have a ready command of his knowledge. The want of knowledge is the greatest hindrance to success. It makes the attempt to teach irksome, oftentimes disgusting, while the right use of this knowledge of the mind and the subject-matter makes teaching one of the most delightful of all occupations.

Not all of any subject can be taught: hence the teacher must select what the pupil can understand and what is most important for him to know.

Every lesson should have *a definite aim.* The teacher should decide what points he will make, in what order he will take them, and how he will present them. Such teaching will be like a well-defined sermon, which an earnest listener commended by saying, "I like that kind of preaching: there is something in it you can grab." It makes an impression.

The first question every teacher should ask, in selecting the points of a lesson, is, What do my pupils know of this subject? We must begin with what the pupil knows, if we would carry him successfully forward to higher attainments.

Another condition of success is *the proper arrangement of the ideas* to be taught. All lessons should be given in topics. By a topic we mean a distinct subject of thought. Topics may be given orally to young pupils: with older pupils they may be given as printed in a well-arranged text-book, or they may be given in writing. The pupil should be able to tell the subject of his lesson, and give the outline of topics which it contains. Such an arrangement of lessons avoids confusion in the teaching, helps the pupil to understand and to remember it: the lesson gives him real knowledge, and accustoms him to think in a logical manner.

Attention is to be gained by observing the *right mode of communicating* ideas. Lessons must be made plain to pupils. Ideas and facts are to be stated in their simplest form. Many ideas must be illustrated, to make them clear to the mind of the pupil. This may be done by the use of verbal illustrations, or by the use of objects, or by diagrams and pictures. Definitions are to be worked out from observation and illustration, after the manner indicated in the opening of this article.

Care in regard to the language used in teaching is very important in securing attention. The teacher's language is the medium of his thought: as such it should be *simple* in the words and in the construction used. It should be *precise*, exactly conveying his meaning, and nothing more. It is also a model for his pupils, and should be worthy of their imitation. Good utterance is of the highest importance in securing attention. The teacher can not do too much in improving his manner of speaking.

Last, but not least, is the teacher's manner. Every movement and every attitude is observed, and has its influence. A good manner tells strongly in the teacher's favor. The teacher should be cheerful, ani-

mated, self-possessed, enthusiastic, and decided. Such a manner will command attention.

A full lecture might be written upon anyone of the points we have so briefly touched upon. If what has been written shall suggest what might have been said, the end of this article is reached. — *The* (*Massachusetts*) *Teacher.*

THE KINDERGARTEN. — II.

BY EDW. WIEBE, AUTHOR OF "THE PARADISE OF CHILDHOOD."

THE fundamental principle of the Kindergarten system of education, so clearly laid down in his writings, and so successfully carried out in practice by Friedrich Froebel, is expressed in the axiom that, before ideas can be defined, perceptions must have preceded — objects must have been presented to the senses, and by their examination experiences acquired of their being, quality, and action, of which definite ideas are the logical results, with which they are therefore inseparably connected. It is not claimed that this principle originated with the inventor of the Kindergarten; for long before him it was said that "Nihil est in intellectu, quod antea non fuerit in sensu" — ["There is nothing in the intellect which has not been in the sense before"] — but in the Kindergarten system he has furnished all material to begin the education of mankind on this logical basis.

Definite ideas are to originate as abstractions from perceptions. (*Anschauungen*, as the Germans say, meaning literally *the looking at*, or *into things*.) If they do not originate in such manner, they are not the product of one's own mental activity, but simply the consent of the understanding to the ideas of others. By far the greatest part of all acquired knowledge, with the mass of the people, is of this kind. Everyone, however, even the least gifted, may acquire a stock of fundamental perceptions, which shall serve as points of relation in the process of thinking. Indefinite or confused fundamental or elementary perceptions prevent understanding words with precision, which is necessary to reflecting on the thoughts and ideas of others with clearness, and appropriating them to one's self. In the fact that a large major-

ity of persons are lacking in clear and distinct fundamental perceptions, we find cause for the existence of so many confused heads, full of the most absurd notions. The period of life in which the first fundamental perceptions are formed must necessarily be our earliest childhood. They can form only during this state of, as it were, mental unconsciousness, because the impressions on the senses can best be fixed lastingly on the soul when this process is least disturbed by reflection; and impressions of objects of the world without upon our senses are made more or less clearly and distinctly, according to the nature of these objects themselves. A mere acquisition of perceptions, however, is not sufficient. As in the development of all organism in nature, a certain, peculiar series of events takes place, which always must be the same, or at least take place in accordance with the same law, to reach the same aim or produce the same form; so, also, in mental development, a peculiar process, a natural series of events must take place without disturbing occurrences, to successfully reach the corresponding idea in the mind. This series of events in the mind and heart, connected with the process of thinking, is in philosophy explained to consist of: 1st. A general or total impression. 2d. A perception, or looking on a single thing. 3d. Observation of qualities or relations. 4th. Comparison. 5th. Judging. 6th. Conclusion. Although a right selection of objects, and their proper succession, are of the first importance, adherence to these two conditions is not yet sufficient to prepare and accustom the mind to logical thinking: these means ought to be applied or presented in a systematic, methodical way also. A systematic education in accordance with the laws of nature is only possible, therefore, when the *modus operandi* of the natural functions of the soul, during their development, is fully understood, and the exact means are discovered to assist these functions in a corresponding manner from without. As long as this is not done, the education of the human race is left to be the result of chance, and at the mercy of mere educational instinct.

We claim that the significance of Froebel's educational system consists mainly in a perfect understanding of the natural process of mental development. This understanding guided him in preparing certain means of education or play, all following the same course as the mental development which they are intended to promote. No man has ever looked so deeply as Friedrich Froebel into the secret workshop of a child's soul, and so successfully discovered the means for a develop-

ment of the young mind in accordance with nature's laws, and their methodical application. To be certain that the natural course of development is not interrupted, but logically assisted, the child's instinct should have free choice within appointed limits, and still be obliged to receive the objects as they are presented to it for the first perceptions. The means to obtain this Froebel has found in allowing the child to manipulate the things destined for the production of changes according to his own choice. Thereby the child will be led to devote attention to the objects formed, because he looks upon them as his own work, and rejoices in what he is able *to do*. That free unrestricted activity of the child, which we call play, alone can comply with these conditions: anything else *forced* upon the child can never be successfully employed for this purpose. A desire of acquiring knowledge of things is an innate faculty of the soul; hence there is no need of *forcing* the child into making acquaintance with the things given him to play with. We have only to select for his playthings the fundamental forms, which, like the typical formations in nature, offer as it were a fundamental scheme for an acquaintance with the large multitude of things. Knowledge of things can be acquired only by acquisition of a knowledge of their qualities. We then have to provide objects in which the general qualities of things are shown in perfect distinctness, in order to produce thereby clear and lasting perceptions in the mind of the child. These objects should be such that they may be easily manipulated by the limited strength of the child, that he may become acquainted with them by their use, and become enabled thereby to gather experiences in regard to events and facts in the physical world, and may, so to say, serve him for the first physical experiments. *

It has been charged by those who have only a superficial knowledge of Froebel's educational system, that by it the faculties of the young mind are too soon awakened, which should not be taxed at so early an age. To this accusation we invite the most careful investigation, the result of which, we doubt not, will be a conviction that just the opposite is the case.

Manual occupation, performed in connection with all means of occupation in the Kindergarten, continual representation of objects, plastic formation and production, are all attractive to the nature of the child, and touch the springs of spontaneity in its very core. All observations which appeal to the understanding and prepare mathematical conceptions occur, as it were, as accessories only, and to such an extent

as the child's desire calls for them. Nothing is ever *forced* upon the pupil's mind. It can not even be said that teaching is prominent, but rather practical occupation, individually intended production, on the part of the children, which give rise to most of the remarks required to be made on the part of the Kindergartner. The element of *working*, which every child's nature craves, is predominating. Activity of the hand is the fundamental condition of all development in the child, as it is also the fundamental condition for the acquisition of *knowledge* and the subjection of matter. Mechanical ability, technical dexterity, education of all human senses, require under all circumstances manual occupation. However, if this side of Froebel's educational system is mentioned, another class of opponents is ready to object that the child should not begin with work, but that first its mind should be developed. We understand these various objections to mean that a child's powers should not be employed in mechanical occupation exclusively, nor be entirely deprived of it, but that a harmonious development of body and mind should be the task of education. This is in perfect accordance with Froebel's principles, which, if carried out rightly, will accomplish this in the fullest meaning of the word. No occupation in the Kindergarten is merely mechanical: it is one of the most important rules that the mere mechanical, as contrary to the child's nature, should studiously be avoided.

Nothing is plainer to the careful observer of the child's nature than the desire of the little mind to observe and imbibe *all* its surroundings with *all* its senses *simultaneously*. It wishes to see, to hear, to feel, all beautiful, joyful, and pleasant things, and then strives to reproduce them as *far* as its limited faculties will admit. To receive and give back is life — life in all its directions, with all its powers. This is what the child desires, what it should be led to accomplish with a view to its own development. Eyes and ears seek the beautiful, the senses of taste and smell enjoy the agreeable, and the impression that this beautiful and agreeable make upon the child's mind calls forth in the child's innermost soul the desire, nay, the necessity of production, representation, or formation. If we should neglect providing the means to gratify such desire, a full development of the heart of the individual, a higher taste for the ideal in it, never could be the result. We believe that this desire can not be assisted more perfectly and appropriately than by accomplishment in *form*, *color*, and *tone*, each expressing and representing, in its own manner, the feeling of the beau-

tiful and agreeable. The earlier such accomplishment is begun, the more perfectly the heart or æsthetic sentiment in man will be developed, the more surely a foundation for the moral development of the individual be laid. Aptness in formation and production conditions development of the hand, simultaneously with development of the senses. It conditions also knowledge and subjection of matter, and the proper material for the yet weak and unskilled hand of children. Formation itself furthermore conditions observation of the various relations of form, size, and number, as shown in connection with the "gifts" employed for the preparatory development of the perceptive faculties. Mathematical forms and figures are, as it were, the skeleton of the beautiful in form, which in its perfection always requires the curved line. Images of ancient peoples, as we find them, for instance, in the Egyptian temples, are straight-lined, hence are geometrical figures.— The curved line, the true line of beauty, we find subsequently, when the artistic feeling had become more fully developed. The forms of *beauty* alternating, in all branches of Kindergarten occupation, with those of life and knowledge, afford the most appropriate means for the development of a sense of art, as well as of aptness in art, in the meantime preventing a one-sided prevalence of a mere cold understanding.

The faculties of the soul are not yet distinctly separated in the young child: the understanding, feeling, and will act in union with one another, and everyone is developed through and with the others. The combinations of the power of representation in formation serve also as the preliminary exercise for that combination of thought; and what the hand produces strengthens the will and energy of the young mind, in the meantime affording gratification to the heart. All work of man, be it common manual work or a work of art or purely mental labor, is always the uniting of parts to a whole — *i. e.*, *organizing* in the highest sense of the word. The more we are conscious of aim, means, manner, and method connected with our work, the more the mind is active in it, the higher and nobler the result will be. The lowest step of human labor is formed by mechanical imitation; the highest is free formation or production, according to one's own conception. Between these two points we find the whole scale by which the crudest kind of labor mounts to a free production in art and science, and on which invention stands uppermost as the gradual triumphant result from simplest imitation. It is this scale *en miniature* through which the child's mind is conducted by means of Froebel's occupation

material. From the first immediate impression, received from objects and forms of the visible world, it rises *to art*, or creation according to own ideas, which is its own production, a self-willed formation. For this purpose nature implanted in the human mind a strong desire to produce form, which, if correctly guided, becomes the most useful faculty of the soul. Simply by this desire of formation, the images of perception attain the necessary perfect distinctness and clearness, the power of observation, its keenness and experience, its proofs; — all of which are requisite to afford to the working of the human mind a sure foundation. Free invention, creating, is the culminating point of mental independence. We lead the child to this eminence by degrees.— Sometimes accident has led to invention and production of the new; but Froebel has provided a systematically graded method by which infancy may at once start upon the road to this high aim of inventing.

If the full consciousness, the clear conception of its aim is at first wanting, it is prepared by every step onward. The objects presented, and the material employed, afford the child, under the guidance of a mature mind, the alphabet of art, as well as that of knowledge, and it is worth while here to remark that history shows that art comes before science in all human development. * * * * *

For every talent in man means of development are provided in the Kindergarten material. Opportunity for practice is constantly given, and each direction of the mind finds its starting-point in *concrete* things. No more complete satisfaction, therefore, can be given to the claim of rational education, "that all ideas should be founded on previous perception, derived from real objects," than is done in the genuine Kindergarten. Whosoever has acquired even a superficial idea only of the significance of Froebel's means of occupation in the Kindergarten, will be ready to admit that the ordinary playthings of children are not, by any means, as regards their usefulness, to be compared with the occupation material in the Kindergarten. That the former, in a certain degree, may be made helpful in the development of children, is not denied. Occasional good results with them — which, however, usually will be found to be owing to the child's own instinct rather than to the nature of the toy. Planless playing, without guidance and supervision, can not prepare a child for the earnest sides of life, or even for the enjoyment of its own harmless amusements and pleasures. Like the plant, which, even in the wilderness, draws its nutrition from the soil, so the child's mind draws from its surroundings

and the means placed at its command, its educational food. But the rose-bush, nursed and cared for in the garden by the skillful horticulturist, produces flowers far more perfect and beautiful than the wild-growing sweet-briar. Without care neither the mind nor the body of the child can be expected to prosper. As the latter can not, for a healthful development, use all kinds of food without careful selection, so the mind for its higher cultivation requires a still more careful choice of the means for its development. The child's free choice is limited only in so far as it is necessary to limit the amount of occupation material in order to fit it for systematic application. The child will find, instinctively, all that is requisite for its mental growth, if the proper material only be presented, and a guiding mind indicate its most appropriate use in accordance with a certain *law*. Froebel's genius has admirably succeeded in inventing the proper material, as well as in pointing out its most successful application, to prepare the child for all situations in future life, for all branches of occupation in the useful pursuits of mankind.

[We have copied the above from a Lecture on *Kindergarten Culture*, by Prof. Wiebe, published by Milton Bradley & Co., Springfield, Mass., and containing, besides these extracts, a full list of the Kindergarten "gifts," explanations of their use, and much other valuable matter.—We believe it is mailed for ten cents a copy.—EDITOR.]

BEECHER ON GRAMMAR.—Mrs. Stowe gives a characteristic anecdote of an exercise in grammar at which her brother, Henry Ward Beecher, assisted in his school days. Young Beecher was about eleven years old, and as full of fun and mischief as at present. The teacher was drilling her pupils in the rudiments:

"Now, Henry," she said, "A is the indefinite article, you see, and must be used only with the singular number. You can say 'a man,' but you can't say 'a men,' can you?"

"Yes, I can say 'amen,' too," was the rejoinder. "Father says it always at the end of his prayers."

"Come, Henry, don't be joking; decline 'he.'"

"Nominative he, possessive his. objective him."

"You see, 'his' is possessive. Now, you can say 'his book,' but you can not say 'him book.'"

"Yes, I do say 'hymn book,' too," said the impracticable pupil, with a quizzical twinkle.

Each of these sallies made his young teacher laugh, which was just the victory he wanted.

"But now, Henry, seriously, just attend to the active and passive

voices. Now, 'I strike' is active, you see, because if you strike you do something. But 'I am struck' is passive, because if you are struck you don't do anything, do you?"

"Yes, I do; I strike back again."

After about six months, Henry was returned to his parents' hands as an inveterate joker and an indifferent scholar.

ADMISSION TO THE UNIVERSITY.

WHAT IS REQUIRED IN GREEK.

BY PROF. ELISHA JONES.

IF candidates for admission to the Classical Course of the University are deficient in any one requirement, that requirement is generally Greek. This deficiency exhibits itself, not only in an inability to render the text into idiomatic English, but also in an ignorance of construction, and especially of *forms*. Even the regular declensions and conjugations prove too often a stumbling-block to the applicant. He may have read the amount required, but does not give evidence of having received that critical instruction which is necessary to success in a college course. Though most of our schools are doing a good work, still there are some which fail to give the desired *drill* in Greek. It is the purpose of this paper to offer, through the pages of the TEACHER, a few suggestions in the hope that they may reach such schools, and render them some assistance in their labor.

It has long been a matter of inquiry why some teachers are so much more successful than others in making their pupils acquire a thorough, clear, and *fixed* knowledge of a subject. Reference is made to those who, apparently, are equally well qualified and earnest in their work. If one is disqualified, through ignorance or laziness, or some other glaring defect, the reason for his failure is obvious. But why Mr. A., who seems to have a mastery of his subject equal to Mr. B.'s, and who labors as zealously, should not be favored with equal success, is a question whose answer must show his method to be somewhere wrong. It appears to me that a great cause of his failure lies in his hurrying too rapidly at the beginning. Teachers often forget that it is necessary to

repeat, and repeat, and repeat again the same questions, before their pupils fix the answers in their memories. They should ever remember that to the learner, entering upon a new study, all is strange, and that, to insure success, he must make haste slowly at the beginning, and acquire a most intimate acquaintance with elementary forms and principles, which are to serve as guides through the entire course. A false step is rarely, if ever, corrected. When made, the student thenceforward labors under disadvantages. To him the subject is never clear, but always a mighty maze, and without a plan. This is especially true in regard to Greek. Whoever attempts to teach it by rushing over the elementary portion, fails. It is not meant that the whole grammar should be learned *verbatim*. Let the *necessary* parts, and nothing else, be selected, and then require the pupil to make these his own, as familiar as his A, B, C. The smaller grammars that have been lately published are great aids in this direction. The successful teacher seizes upon general principles which govern his subject, and by frequent repetitions fixes them in his pupils' minds; while another makes little or no difference between the more and the less important parts.

I shall endeavor to map out, in accordance with these ideas, as specific a plan as is feasible.

The requirements for admission are Greek grammar, three books of Xenophon's Anabasis, and all of Arnold's Greek Prose Composition. Those who are so fortunate as to be using Dr. Boise's "First Lessons in Greek," have a most excellent help in selecting important rules, words, and forms for their pupils to memorize. And here the caution must be repeated: *Make haste slowly*. The work marked out on the first four pages of this little book, will require as many weeks to be thoroughly done. It embraces the alphabet, vowels, dipthongs, breathings, consonants, elision, quantity, accent, punctuation, and one paradigm of the first declension. This amount can be *run over* in less time, but it will not be *learned*. It should be taught by giving short lessons in advance, and reviewing from the beginning each day, *requiring the whole to be written on the blackboard*. The instructor should be so exacting that, when through with these four pages, his pupils can stand at the board and write, rapidly and correctly, any part or the whole, placing the proper accents and breathings on the words requiring them, and giving the rules for all changes of accent on those inflected. In this manner proceed, so that when the book is completed, the learner may be as familiar with it all as it has been intimated

he should be with the first four pages. A similar course can be pursued with Whiton's "First Lessons."

When this book is finished, the student is prepared to enter upon the study of the Anabasis and Prose Composition. Lessons should be given in each alternately, three each week in the former, and two in the latter. The Prose, however, might very properly be deferred until three or four chapters of the Anabasis have been read. In the latter, advance very slowly at first. It is better to read the third book in one month than the first in five. Two to four lines are sufficient for the first lesson. But the pupil should be able to write upon the board the declension of every noun, pronoun, and adjective, and the conjugation of every verb. Writing translations on the board is also a most instructive exercise. As many of the common words, phrases, and sentences of Xenophon as possible, should be memorized. Most pupils, when they begin Greek, have already studied Latin a year or more, so that the construction of the Anabasis requires comparatively little attention. The main work of the teacher lies in keeping the forms fresh in his pupils' minds, and in enlarging their vocabulary. Gradually increase the lessons, until the advance equals half a page in Boise's edition. This should not be exceeded in the first book. Let the class read from the beginning every day, until the first chapter is completed, when, at each lesson, the same amount can be omitted from the beginning that is added at the end. The critical questions may be confined to the advance. Thus, when the first book is finished, it has been read at least five times.

A suggestion may be properly made here in regard to rapid work. It is made because teachers often allow their pupils to employ the entire recitation in translating, or they themselves waste it in unnecessary questions and remarks. This leaves no time for *proper* questions, explanations, and drill. Scholars should be taught in the outset to read their lessons as rapidly as they would English, and instructors ought to so prepare their own lessons that they can give the needed explanations concisely and at the same time intelligently, thus affording an opportunity for questioning each pupil on words and forms.

Rev. Edward Everett Hale said in our chapel, "This age calls for rapid and accurate workers." Such the instructor should seek to make his pupils in Greek.

In the manner above described, finish the three books. In connection with the Anabasis, short lessons should be taken in the grammar, until the principles of accent and euphonic changes, and the para-

digms of declension and conjugation are mastered. In the Prose Composition, require the exercises of each advanced lesson to be brought to recitation written out. Let them be copied upon the blackboard before the class, the necessary corrections made and questions asked on the principles involved. It is not sufficient that the pupils simply correct at their seats. They should *see* the corrections on the board. In review the exercises should be recited orally as often as possible.

Such is the plan recommended for teaching the "preparatory" Greek. Teachers will find it necessary to vary its details, in order to adapt it to the necessities of their various classes. Perhaps as desirable results can be obtained by pursuing a plan altogether different. It is only necessary that the requirements stated in the Calendar be *mastered*. *How* they are mastered is immaterial, provided they *are mastered*. It is true, however, that this method, or a similar one, has been adopted by many teachers with eminent success. The question is often asked, "How much time is it necessary to give to each part of this work?" To accomplish the *whole* work satisfactorily requires at least two school years of forty weeks each. This time, in several of the preparatory schools, is divided about as follows: Twenty-eight weeks of the first year are devoted to the introductory Greek book, the remaining twelve weeks to the Anabasis; the second year three lessons each week in the Anabasis, together with short lessons in the grammar, and two lessons each week in the Prose Composition. It may be necessary to modify this division in order to suit different ages and grades of scholarship.

The following system of pronunciation is recommended: VOWELS — *Alpha* as *a* in *father*, *eta* as *a* in *fate*, *epsilon* as *e* in *met*, *iota* as *i* in *machine*, *omicron* as *o* in *not*, *omega* as *o* in *note*, *upsilon* as *u* in *sure*; *alpha** and *iota*, when followed by a consonant in the same syllable, as *a* in *share* and *i* in *ruin*; *omicron* at the end of a word, or at the end of a syllable before a vowel, as *omega*, but shorter. DIPHTHONGS — *Alpha-iota* as *ai* in *aisle*, *epsilon-iota* as *ei* in *height*, *omicron-iota* as *oi* in *oil*, *upsilon-iota* as *we* in *we*, *alpha-upsilon* as *ou* in *house*, *epsilon-upsilon* as *eu* in *feud*, *omicron-upsilon* as *oo* in *tool*; *alpha*, *eta*, and *omega*, with *iota subscript*, as *alpha*, *eta*, and *omega* CONSONANTS — Consonants as in English, with these peculiarities: *Gamma* before *kappa*, *gamma*, *chi*, and *xi*, has the sound of *n* in *anger*, but elsewhere that of *g* in *gun*; *theta*, the sound of *th* in *thin*; *chi* the guttural sound of German *ch*; *zeta* the sound of *z* in *zero*, and not

of *dz* or *ds*; *sigma* always the sound of *s* in *sun*; *tau* always the sound of *t* in *top*.

*Except before *rho*, where it sounds as *a* in *father*.

THE STUDY OF ANCIENT COINS.

BY ROBERT MORRIS, LL. D., SECRETARY TO THE AMERICAN HOLY-LAND EXPLORATION.

IT is known to readers of THE MICHIGAN TEACHER that "The Scholars' Holy-Land Exploration" was organized in 1869, for aims fully ventilated at the time through the press, as well as in its own publications. The great extension of that movement, since its inception in 1869, from Sunday-school instruction to general history and science, has led to a change in its title — "The American Holy-Land Exploration" — and the addition of various features of novelty and interest. But the purpose of the present paper is to refer particularly to the study of *numismatics*, or the history of coins — a branch of historical learning heretofore almost ignored in this country, but which, through the great store of ancient coins furnished through our Holy-Land society, is promised a patronage worthy of its merits. If deemed sufficiently interesting to your readers, I will make up some practical essays upon the subject, and begin with the present.

I will start out upon the supposition that the reader knows next to nothing of numismatics — does not possess a single ancient coin, never had an hour's instruction in coin-studies, can scarcely distinguish the money of Rome from the money of modern Roumania, or an archaic bull from an archaic griffon; is unable to separate the face of Nero from that of Justinian. If to assume such humble conditions of numismatical ignorance on the part of your readers is taking too great a liberty, I beg pardon in advance for the impertinence, but shall go on just the same, and deliver my instructions accordingly!

And, first, as to *books*. There are no American publications upon general numismatics of value. The Manual of W. C. Prime, published under the name of "Coins, Medals, and Seals, Ancient and Modern," while it is held at a price ($3.50) outrageously high for such a small and poorly made volume, has scarcely enough in it to stimulate the

taste, much less to gratify it. The brochure published by the Presbyterian Board of Publication, under the head "The Coins of the Bible, and its Money Terms," by James Ross Snowden, is good, so far as it goes, except that the printing of the coin-impressions is execrable, and the author has failed to translate the inscriptions. Some other books, small and unsatisfactory, are on our American catalogues, but nothing at all comparable to Humphrey's "Coin Collectors' Manual," two volumes of the great London series of Bohn's Scientific Library. Even that work, crowded as it is with rich thoughts, loses nearly half its value to the general student by the attempt to engraft English numismatics upon an elementary work.

So I must discourage my readers, right at the outset, by informing them that the only first-class coin-books extant are of European authorship and manufacture, and are printed either in German, French, Italian, or Latin: yet I add a ray of hope that a work on the subject is now in course of preparation here at home, and ere many years elapse may be available to students. So much for that. For my own part, I acknowledge myself more indebted to Humphrey's work above named than to all other *printed* sources united. But, after all, a pile of the ancient coins themselves, such as this that lies before me as I write, is an invaluable aid to the study.

Suppose, then, the reader place himself *en rapport* with me and my bag of coins. What story trips so lucidly from their brazen tongues? Let us first ask this mass of rude, battered, verdigris-stained and verdigris-corroded coinage, the countenances of whose princes stare out upon us in such varied styles of art, and whose personal or national tastes in types and inscriptions seem almost boundless; — let us, I say, inquire whether there is any system of illustration that pervades the mass. Did the moneyers of the old mints seize upon the first objects that met their fancy or charmed their tastes, and copy them upon the national coinage; or is there a plan, a theory, a system, that strings them all together, as the golden thread strings the jewelled beads? Doubtless there is a plan. Numismatists, who have written more than *three thousand* volumes upon this subject, aver that there is, and claim to have found it. Let us roam with them through the world of nature, art, and fancy, and from the faces of our coins and the pages of our coin-books, copy as we go. We begin with

FLOWERS, PLANTS, AND TREES.

A Crown of separate Flowers, adorning the female head, appears

in the coins of Ptolemy, king of Epirus, whose short reign, after the death of his father Alexander II., began B. C. 242. On the reverse of this coin is the Eagle: in the field (or vacant part) is the Star.

I. The *Ivy*, crowning the head of the Indian Bacchus, is seen on coins of Bœotia, one of the earliest Grecian states that coined money. On this specimen also appears the national type of Bœotia, viz., the celebrated shield or buckler of the peculiar form since known in all languages as the Bœotian. This was the country of Hesiod, Pindar, the poet Corinna, Epaminondas, and others of literary or warlike fame. Mount Helicon, the fabled seat of the Muses, is a Bœotian landmark. The buckler type referred to is so singular in form that some writers conceive that it was derived from the mystic scarabæus of the Egyptians, which, in fact, it very much resembles. It was so well known to the old world that the Bœotians often used it on their money without the inscription. In a future article I will give an engraving of a Bœotian coin, showing this shield and its ivy wreath.

II. The *Sedge*, a water plant, appears on coins of Syracuse, in Sicily, as a crown on the head of Arethusa, a river-deity of that island who was worshipped there as the nymph of fountains. Had an ancient people of kindred tastes been established in our State of Minnesota, the wild rice would have afforded them an appropriate type. Let the reader extend the thought *ad libitum*.

III. The *Silphium*, a medicinal plant of merit, is the early type of Cyrene in Africa, the place referred to in Luke xxiii, 26: "And as they led him [Jesus] away, they laid hold upon one Simon, a Cyrenian," (or, as Matthew words it, "a man of Cyrene, Simon by name,") who, we may suppose, had some of the coins now before us in his purse at the time. The Silphium grows abundantly around Cyrene to this day. South American numismatics, had there been any, might have idealized the Cinchona in the same way.

IV. The *Ivy* surrounding an ancient vase is seen on early coins of Lamia. This design is frequent in more recent Grecian and Roman sculptures, as it is even now a favorite device of artists.

V. The *Palm tree* is valued for its fruit, and, presenting so conspicuous an appearance above other trees of the regions in which it grows, is abundantly found as the type of ancient coins. Associated with a horse's head (sometimes with a lion) it was particularly the type of Carthage, the Phœnician colony established by Dido even before the foundation of Rome. In the examination of this coin, it affords pleas-

ure to imagine that these Syrian emigrants perpetuated the memory of fatherland even in their money. For the name Phœnicia (from *phœnix*) denotes a palm tree, and was derived, doubtless, from the abundance of that tree along its narrow territory — a fact that so forcibly struck the mind of Vespasian and Titus that they made the palm tree the type of Judah, and impressed it upon the coins struck at the Roman mint in honor of the conquest of that country A. D. 70 — a fact which impressed my mind with such force, as I rode up and down the now almost deserted coast in the spring of 1868, that I can not recall any image of Phœnicia that leaves out the palm; and the first glimpse of Joppa that I caught (at midnight, May 1, 1868) embodied a tall palm tree that grows in the middle of the city.

Enough, however, for the opening article. If the editor's notions run at all in an historical *rut*, a field of research is now opened that may cover many a page of the TEACHER with facts and suggestions to forty-nine in fifty of his readers novel indeed.

[TO BE CONTINUED.]

ENGLISH GRAMMAR.

THE study of Grammar should tend to thoroughness in the accomplishment of whatever we undertake. It is a beautifully systematic and regularly progressive science. Every lesson, with occasional exceptions, depends upon that next preceding, and not one can be lost without injury to subsequent studies in this branch. It must be studied thoroughly, in order to get an adequate or useful comprehension of it. In this respect, a text-book on Grammar differs widely from one on Reading, Geography, or Spelling. These considerations add much to an estimate of the study as a means of discipline.

Grammar is mainly studied, however, for its practical uses in the correction of speech or composition, and the preservation of the language in its purity. It is desirable that every cultivated language should maintain certain fixed standards of orthography, and rules for the arrangement of words (which constitute syntax), until, at least, they can be improved upon. To these standards and rules every person who uses the language should conform. But they are fixed by the usage of the best scholars; and if we are not brought up under the influence of such, and have not opportunity or taste in youth for the

perusal of their writings, with careful observation of their language, we must form our own habits of speech and writing by the aid of a book which gives the laws these scholars observe. Hence the necessity of grammatical study in the schools.

Serious loss is often caused in business, and misunderstandings in social affairs, by errors of language, which a practical knowledge of Grammar would have prevented. It was estimated by an Attorney General of the United States that many thousands of dollars were lost every year, and untold trouble and litigation caused, in this way.

Correctness of language is indispensable to the reputation of anyone in good society. Educated people rarely forget the "I done it," or "them things," of a person they have met, however fine his clothes or elegant his manners; and they discount his pretensions accordingly. A distinguished State Superintendent of our acquaintance will never quite recover the ground he lost by committing the solecism "had went" in a public lecture.

The study of this branch is usually begun at too early an age, or by pupils of insufficient mental maturity. We have known teachers to organize classes in it, containing children altogether incapable of *reading* the book, and who could get no idea of its meaning. This is not the way to deal with Grammar. It is a science quite difficult of mastery, requiring a fair development of the reasoning powers for its intelligent study. The pupil is not prepared to take it up until he is ready to attack other sciences of some abstractness and difficulty. The test of his fitness for the study is mental strength, not years. If the child has been for some time in charge of the teacher, he should know its intellectual grade, and be able to determine at once its ability to pursue this study. If not, he must apply some test of his fitness for it. A few oral lessons afford the best method of doing this. Let the young candidate for grammatical honors be instructed in the definition of several parts of speech — say the noun, the verb, and the preposition — and required to select words from his own vocabulary and from books, to be assigned to their proper places under the definitions. If he exhibits some readiness in this exercise, and seems capable of applying principles to cases and reasoning from particulars to generals with some promptness, he is ready for Grammar.

Many oral lessons should invariably precede the text-book. No definition of Grammar need be given at the outset: the pupils may be simply told that "we shall now learn some interesting things about

the words we use in speaking and writing." They are required, first, to write lists of the names of material objects, as those seen in the school-room, along the road, at home, in workshops, and elsewhere. The technical term of Grammar is then applied to them, and examples given orally by the class. Selections of nouns should be made from sentences given. A similar method may then be pursued with the names of immaterial objects, and the definitions of abstract and concrete nouns taught. The pupils may now give some general name, as "boy" or "horse," and mention several individuals in each class. They are thus easily led to the distinction between proper and common nouns, and similarly to conceptions of gender and number. When these are fixed, they may begin parsing at once, the exercise being necessarily confined to nouns. The relations of the noun in the sentence, involving person and case, may better be postponed until the text-book is taken in hand.

A similar plan should be followed with other parts of speech, and all taught orally and pretty thoroughly before resort is made to the book. Upon taking this up, let the definition of Grammar, and the observations thereunder, be learned; then proceed at once to Etymology. As each fact is mastered, require it to be abundantly illustrated, orally and in writing. Improvement in conversation, preparation for public speaking, and exercise in composition, may thus be made profitable incidentals to the study of Grammar. Lose no opportunity, under proper heads, of pointing out popular errors of speech, and the reasons for their correction. When passing through the table of irregular verbs, for example, call attention to the very numerous blunders in placing the parts of certain words, as "I seen," "I done," "has fell, went, stole," etc. Aim to cultivate a sensitive eye and ear in pupils, that shall promptly recognise errors in writing or speech. Require them to make memoranda of solecisms noticed, and to bring them to the class for discussion and correction. Invariably correct their own errors, and have the rule for the correction stated, if yet learned.

Parsing should be kept up from the first, and each new definition or rule learned, which may be brought into it, should be used at once. This is the grand exercise in the study of Grammar as a science and a means of mental discipline. Oral instruction should also accompany every lesson. Diagrams are a useful aid in the analysis of sentences and the presentation of word-relations to the mind.

But the best teaching of practical Grammar is by the accurate usage of parents and teachers, and the persistent correction of errors.

EDUCATING FORCES.

BY REV. ALFRED EDDY, D. D.

[From a sermon preached in Niles, May 5th, 1872.]

THE forces which educate us into good or evil are not great events, striking occasions, or thrilling experiences; for these are very rare, and few ever encounter them. Nor is it from institutions of learning — seminaries, colleges, and common schools — that we receive our chief education for the ages to come, but rather by the ceaseless touch and power of little, everyday influences. For the most part, the mother graduates the man, and sends him forth from her nursery to bless or curse the world as a good or baleful force upon it. And with her it is not so much by set lessons which she may learn from books and recite in the ears of her child, by catechetical training and formal teaching, as by the overshadowing of her omnipresent influence, which moulds and fixes character. It is the loving look and tone, the sweet music of affectionate words, the overbrooding of a yearning heart that is right with God and feels the power of solemn responsibility, the care and caress of maternal fondness, the *living in* upon the child's soul of holy principles, high resolves, and noble endeavor; by the constant example of faith and trust and love and prayer and gentle patience and cheerful duty, connected with earnest instruction, reproof, and correction. Or it is by looking upon the daily round of unremitted duties as slavish drudgeries, and by filling the home atmosphere with the unholy savor of a selfish, discontented, peevish spirit; by cross words and a scolding tongue, and the thousand exhibitions of an unhappy temper, that the child is reared for ruin. A father's influence is almost as potent. He is the family executive, and wields a stronger authority. His smile or frown, his love or hate, the shadow of his character falling constantly upon the home-circle which looks up to him, constitutes a culturing force of vastly greater power than he dreams of. And the same is true of the mutual influence of brothers

and sisters. The family is an institution through which all pass, and which, by the ceaseless drill of years, educates all for time and eternity — not by great and striking forces, but a combination of ceaseless little influences, countless in a single day, each touching the soul with a vital power.

EDUCATIONAL MISCELLANY.

FOR my own boys, my ambition would combine thrift with culture. If I had a dozen sons, I would, if possible, educate everyone of them in some department of what may be called *headcraft*, in distinction from handicraft. I would, if possible, make everyone a master in some branch of literature or science which makes a man personally superior and intellectually rich, and which the world will pay well for. Better science than literature, on a general comparison; for, as regards the earthly compensations of literature, they need to be backed in nearly every individual case with a hundred thousand dollars salted down in five-twenties. Nevertheless, I would rather be able to teach the people through the press on a very moderate income, than be a merchant's clerk with gray hairs — a thousand to one. But, after all, science is the thing to give a boy. Next to religion, this is what the world wants most, and what it has got to pay for.—*Rev. J. L. Corning.*

— CHILDREN can not be trifled with. These human twigs bend very easily, and it is impossible to get the kinks out when once fairly set; and they set earlier than most people imagine. They can be trained to almost anything if taken in season. Our conscious culture is too often delayed until our unconscious training has made it futile. Dispositions, tastes, deportment, ambitions, temper, will — all have their roots and fibre set in the first ten years of life, and usually in the first five. The nursery makes the nation. Playthings and playmates are of more account than catechisms. It is tempers, and not testaments, that determine character and destiny. Pruning and grafting and scrubbing are well; but, after all, the trees and the fruit chiefly depend upon the bending of the twigs.—*Theo. Tilton.*

— THE man who can summon up his faculties at will, and direct their force steadily and patiently to any subject he may choose, is a well-educated man. No other deserves the name.

— PESTALOZZI was the discoverer of childhood. His life was a succession of failures, but it was a successful failure. Napoleon the First has not exerted a tenth part of the influence on Europe that Pestalozzi has. To him who looks on the outside, Pestalozzi was a failure; but the school systems of Europe and America are eternal monuments of success. . . . The old system of teaching arithmetic by unmeaning rules, the old method of committing lessons to memory, of swallowing indigestible text-books whole — questions, answers, foot-notes, indexes, chapter-headings, dates, and all — still linger in many places; but they are steadily dying — dying by the hand of grand old Johann Heinrich Pestalozzi, the greatest of the Swiss, one of the finest illustrations in the world of real triumph in apparent defeat.—*Edw. Eggleston.*

— Do not, then, said I, my best of friends, train boys to learning by force and harshness; but direct them to it by what amuses their minds and interests them, so that you may be the better able to discern with accuracy the peculiar bent of the genius of each.—*Plato.*

— THE difficulty in life is the same as the difficulty in grammar — to know when to make the exceptions to the rules.—*Arthur Helps.*

THE report of some County Examiners in Ohio developed the following astonishing answers to questions put to unsuccessful candidates — "The food is first masticated and then passes through the phalanx." "Respiration is the sweating of the body." "The chest is formed of two bones, the sternum and the spinal cord." "Emphasis is placing more distress on some words." "Virginia obtained its name from the Virgin Mary." Another said it "was so named by Queen Victoria calling it a Virgin State."..... A teacher of a young ladies' school in New York lately asked a pupil in history what was meant by "internal revenue," and received this answer: "I suppose *internal* revenue must mean a tax on what we eat!"..... A bright little girl in Milton, Wis., was required to write a sentence introducing the word "carrion," and returned the following: "Bad children often carrion in church when they ought to be quiet."..... Progressive teacher to pupil of the period: "Sary Jane Hooker, just take that chewing gum right out of your mouth. Little girls who chew gum needn't expect to become President of the United States."..... The worst joke on Horace Greeley is that he is getting tired of politics and proposes to open a writing-school..... Spell-bound: Children at school.

Hints for the School-room.

GRAND HAVEN has at least one "progressive" teacher, if we may infer from the brief reports of her methods published in the *Herald*, of that city. She has charge of a primary department in one of the ward schools. Some weeks ago, she conceived the novel and perhaps happy idea of a "Dolls' Party" in her school-room, and invited the little ones to bring their mock babies, in best bib and tucker, to the next session of the school. The effect of the array is said to have been very pretty, and of course was thoroughly delightsome to the children. What advantage of a more strictly professional or intellectual character was taken of this rare object-lesson is not stated, and we cordially invite the lady's report of it.

She has what seems to us a capital method of inducing punctuality. At the close of each day's session the subject of a story to be read the first thing on the opening of the school next morning is announced, and the children put keenly on the *qui vive*. The result is that all the children are promptly on hand to hear the story, and are put by it in first-rate condition for the day's duties.

In a late number we copied some remarks of the Rev. T. K. Beecher upon the value of advertisements to the reader of public journals. We add to these, and give unqualified commendation to, his suggestions as to their use in the schools:

"The questions that arose in my mind as I read, which my present information was not able to answer — questions of geography, history, mechanics, and finance — these questions have suggested to me the value of advertisements in the school-room. I suspect that any teacher will find the foundation in the advertising columns of any commercial newspaper for better lessons in geography, and a better, because more intelligent use of atlases than in any text-book now in use. If a copy of the *Journal of Commerce* or the *Shipping Register*, or of any trades journal, were laid upon the teacher's desk, I suspect that the

twenty questions that must necessarily arise while reading a half column of advertisements will be found to more stimulate curiosity and industry, and to bring more diversified information to the advanced classes in geography, than any other task or lesson that can be assigned. Moreover, lessons of language, its use and abuse, and profitable criticisms of the same, will be found teeming in the columns of our free American newspapers, where every advertiser is allowed to express himself as he will."

EXERCISES IN GEOGRAPHY.

We are of those who incline to the belief that the demands of natural science and other disciplinary studies will presently relegate geography to private reading, with biography, the great mass of history, and other departments of information. But while it holds its place in the schools, we should be glad to see it better taught. An amusing and profitable exercise may be drawn from the following, by requiring pupils to ascertain and name the localities indicated:

"I was awakened one morning by a Chinese seaport, and as the air was a country of South America, I wrapped myself in my cloak made of part of the Chinese Empire, and lined with a cape in the southern part of the United States, and busied myself in a town on the Schuylkill, until an island east of Labrador called me to breakfast. A group of islands in the Gulf of Mexico burned brightly on the hearth, and another group lying east of Africa greeted me with a cheerful song. Soon a lake of North America brought in breakfast, which consisted of an Asiatic country and a river of British America, well seasoned with a lake in the western part of North America, and a South American city. To these were added a group of islands in the Pacific, and a plentiful portion of an island in the Atlantic. As I am naturally fond of another group of islands in the Pacific, I chatted with a city in Ohio, and after I had satisfied my appetite, which was at first a town in the southern part of New Hampshire, I ate a large group of islands lying east of India with her. As she was suffering with a headache, I bathed her head with a city on the Rhine, but stopped suddenly, upon discovering that the North American lake was a Chinese city! I assured him that he would never obtain a city in the western part of Missouri, unless he mended his ways, although my disposition toward him was a group of islands in the Pacific; but should his conduct prove satisfactory, he might look forward with an African

cape to obtaining a town in Kentucky in due time. I then went out and enjoyed a Newfoundland cape, after a lake of British America and after I returned, finding that the children were making a New York lake, I sent them all to bed, after wishing a good deal of a Scottish cape upon them."

We owe the above to *The Advance*. Mr. C. R. Clarke contributes another admirable exercise to the *American Educational Monthly:*

"Let a pupil write on the blackboard the name *California*, for example. Now let another, with a wand, point out the letters of this name which spell the name of a city in Egypt (Cairo.) Let another point out the letters which spell a cape of Massachusetts. Let others pick out the letters which spell a country of Africa; a grand division of the globe; a city in Peru; a river in South America; and a lake in Asia. Let the name *Pennsylvania* be written on the blackboard. Point out the letters which spell a river of Africa; a country of Europe; a city of Massachusetts; a river of Asia; a river of France; and a capital of Europe. Write the name *Sacramento*. Point out the letters which spell the names of cities in Italy, in Michigan, in Nevada, and in France; of countries in Africa and Asia; and of rivers in Maine and France. Write *Washington*. Point out the letters that form the name of a peak in California; of a river in Vermont; of a grand division; and of two of the United States. In the name *San Francisco* may be found the letters which spell a city of South America; a city of the Barbary States; and a city of Peru. *Yangtse Kiang* furnishes letters to spell a city of New York; a western State; a grand division; and rivers in New York, in Tennessee, and in Hindostan. The name *Montpelier* yields enough to spell a river of Italy; a city of Portugal; and lakes in Ireland and the United States."

In order to make written exercises more interesting, I would suggest that a small box be nailed against the wall and marked "Post-office." Have an opening in the top large enough to slip a letter in. Have the pupils fold their exercises in the form of letters, put them in envelopes of their own manufacture, direct, and put them in the office. Appoint one scholar to act as postmaster. Have the scholars write letters one to another — each letter, however, to contain a question taken from one of the text-books used in the school. Have the pupil who receives the letter answer the same, and the question which it contains, within a given time, or pay a fine.—*Maine Jour. of Ed.*

TEACHING THINGS IN THEIR RELATIONS.

In the class-work of every day there is an unmistakable tendency to neglect until the "review" the grouping of acquired facts and the binding of each lesson to all other lessons. The difficulty of grouping — no slight one even under favorable circumstances — thus becomes almost an impossibility. Let us pause to consider that the association of facts is our most powerful auxiliary in fixing single truths and the only certain means of recalling them; further, that this connection and relation are best shown day by day. Just as that which may be done at any time is seldom done at all, so that which may be reviewed at any time is seldom thoroughly learned. It was a wise general who, invading the enemy's country, burned his boats.

Let the relation of each new fact to other facts be shown. Let the pupil discover that a lesson once discussed will never, as a whole, be again before the class, but that the knowledge gained from it will be in constant requisition. Let him feel that there is no retreat possible; that he *must* go forward, must be conquered or conquer. When we shall have impressed our scholars fully with the belief that it is possible to learn certain things so as not only to remember them for a day, but to know them for all time, we shall have done much.—*Grace C. Bibb, in the Illinois Teacher.*

SPELLING.—How would I teach spelling? Well, if I were privileged, it would be something after this plan: Suppose the child is eight, and has entered the grammar school. I would place before him a vocabulary of words, just such as he can comprehend and ought to be able to use. I would have him memorize these, and only these; and at the same time I would instruct him how to use them in speech, oral and written. At the age of nine I would add to the vocabulary, and continue my instruction in the same way. With each year I would continue to enlarge the list of words, gauging his intellect every time. Now, what would be the result? Why, this, it seems to me: when ready to graduate, he would have a stock of words, every letter and every syllable of everyone of which would not only be stamped upon his memory, but, like trained soldiers, be marshalled easily at his command.—*Mass. Teacher.*

A good way to stimulate visitation at the approaching examinations is to appoint a visiting committee to every department of the school, with a chairman to report, *and personally notify the appointees.*

Current Topics.

IT is our custom to make the vacation numbers of the TEACHER of a more miscellaneous character than the other numbers of the year, for obvious reasons. We anticipate the custom a little this year in the commencement, in this issue, of a series of brief articles on "The Study of Ancient Coins," by Dr. Robert Morris, the distinguished Oriental traveler, whose views upon Education in the East and the true theory of the Cheops-Pyramid were given in our last volume. They will be read with interest and instruction by a large class of our readers, and may not be altogether useless in the school-room, in the illustration of geography and history.

In a recent letter, Dr. Morris has the kindness to assure us of his approval of the "make-up" of our successive numbers for the present year, and the pleasure afforded him in the perusal of their contents. He wishes he were "young enough to be a schoolmaster again," when he sees what advantages the present race of instructors possesses over those of 1836 to '48, when he taught young ideas how to shoot.

Dr. M. points out a passage in Prof. Adams's "What is Required in History" (page 118), which he thinks has more "juice" in it than most readers will appreciate. The paragraph is this:

"The person who goes abroad without having previously determined, by some means, where to go and what to see, is sure while there to lead a vagabond life, and is quite as likely to return injured as improved."

This, the Doctor thinks, is illustrated, above all others, in the hasty and unfruitful visits annually made by so many travelers to the Holy Land. To land at Joppa, run up the hills to Jerusalem, scamper out to Bethlehem, and hurry down to the Dead Sea and back to Joppa — all in ten days — presents in itself but little to compensate a man for his time and money; but when, in addition to this, the fact is seen that these travelers have no *plan* as to *what they shall see*, the result, he thinks, is worse than useless, is a loss to the general stock of knowledge, especially when these persons, as is so common, give themselves out for Oriental lecturers, and pervade churches and halls with their vapid "illustrations of Eastern life"

Prof. A. G. Boyden, whose remarkably clear and able essay on "The Art of Teaching" forms the initial article of this number, is Principal of the State Normal School at Bridgewater, Massachusetts, and one of the most eminent and influential o f Eastern educators.

THE vein of Jesuitry which runs through some of our Protestant churches occasionally crops out in utterances quite as obnoxious to the friends of the common-school system, and not a whit more creditable to the authors, than the incessant working of a mine of similar thought by the worst spirits of the Romish Church. The latest development of this kind that has come to our notice appears in an editorial article in *The Advance*, a prominent religious paper in Chicago, which has given considerable space to educational matters. This strange piece of composition is headed "The School Question — The Final Issue." In it the writer coolly (though he has the grace to say "tentatively") proposes "to maintain common schools supported by universal taxation; to exclude from them those religious exercises to which objection is raised; to limit the instruction to the rudimental branches that may properly occupy the attention of small children from five to ten years of age; and to leave the higher branches (now taught in the upper grades in grammar schools, in high schools, and in state universities) to academies and colleges *which shall be supported entirely by private patronage and religious denominations.*" A Protestant priest thus strikes hands with the Ultramontane and the infidel for the destruction of the American — the only true republican — system of public instruction. Such conduct, considering its source, is not too strongly characterized by the *Illinois Teacher* as "out-Heroding Herod," though the *Chicago Schoolmaster* is scarcely justified in calling it "cold-blooded diabolism." The mental capability of entertaining such a scheme is doubtless his misfortune, rather than his fault. For ourselves, and we think for Michigan, where the public-school system, from the modified kindergarten to the University post-graduate course, approaches ideal perfection, and has so far wrought no harm to the Christianity of our people, there is no feature of the American system of which the citizen of a republic repudiating state-religion and inviting to it persons of every nationality and creed may be more justly proud than this:

"No attempt is authorized to teach in them [the public schools] the peculiar doctrines of any religious body, though the Bible is generally read in the schools as the basis of morality; and the universal virtues, truth, obedience, industry, reverence, patriotism, and unselfishness, are constantly inculcated."

We have this from a statement of the system of public instruction in this country, prepared by Prof. Gilman, of Yale College, at the instance of Mr. Mori, Japanese Minister at Washington, and approved as correct by a large number of our Chief Superintendents of Education, College Presidents, and others. It is, we firmly believe, the final word of the nation on this subject. Christianity may best make its way through the powerful forces it now commands, rather than by invoking governmental aid to classify all intermediate and higher schools as denominational (Christian), infidel, and heathen. This offers little better than the old proselyting threat, "The Koran, or the sword."

WE regret to notice the decision of the Seventh-Day Adventists of Battle Creek to establish a denominational school in that city, avowedly for the propagation of their faith. It is to be mainly for adults, however.

ONCE or twice the growing evils inflicted upon our schools, against which they are helpless for generations, through a local pride which prompts the erection of lofty school buildings, have been referred to in the TEACHER — with favorable notice elsewhere, we have been pleased to see. The same topic is taken up by a writer in the *Golden Age;* we presume the editor, Mr. Theodore Tilton, who, whatever his mental shortcomings and theological or political delinquencies, has certainly struck out some flashes of sense in the discussion of this. He says:

"It seems a pity that so many of the fine school-houses in the West, where land is plenty and cheap, should be built to the towering height of five or six stories, compelling young girls to do a great deal of unwholesome running up and down stairs, injurious to their physical constitution, and oftentimes resulting in chronic disorders peculiar to the sex. We have seen many of these institutions which look like Webster's dictionary standing on end.— Why not, instead, build them after the model of the dictionary lying flat? The building committees should broaden their foundations and decapitate their towers. Two flights of stairs, a first and second story, are all that should ever be seen in a school-house — particularly a school-house frequented by girls. But there seems to have been an ambition in the West to make the school-house a sort of town monument, visible for a dozen miles across the prairies of Illinois or Minnesota. The western school-houses are in most respects far superior to any others in the country. Their defect is their undue height. This objection is serious. We know, from personal inspection, that the fault of which we speak is beginning to show itself in the weariness of scholars and teachers — not the males, but the females."

COMPULSORY education does not make progress just now. A bill to enforce it was killed in the Iowa Legislature, and a similar provision has received its quietus in the Legislature of California, where the dominant party was expressly pledged to its support, by a plank in the platform upon which the party carried the last election. The editor of the *California Teacher*, lately State Superintendent of Public Instruction, says:

"The failure of the compulsory education bill saved the State from an experiment which might have resulted in harm. The principle of such a bill is foreign to the American Free School System. It is not needed in California, where the only trouble is to build school-houses fast enough to accommodate the pupils who claim admission [Is not this true of other States — indeed, of most States of the Union?—ED. TEACHER]. We are fully aware that our views on compulsory education differ from those of many of our best educators; but we think there are unmistakable indications that the current of opinion in the Eastern States is setting more and more against it, and that this idea of *compulsion* will be rejected by the American people as dangerous in its principle and injurious in its tendency."

EVERY lover of reasonable freedom and of progress in educational affairs will be gratified to hear that the California Text-book Ring is broken. After this year, incorporated towns and cities will be free to adopt the text-books of their choice. The Ring is estimated to have cost the State $200,000 last year. We hope every vestige of it will be swept away at the next attempt.

PROF. Walter, of the State University, will contribute a paper to our University series next month, on the requirements in Latin.

Literary Matters.

A HISTORY OF PHILOSOPHY, FROM THALES TO THE PRESENT TIME. By Dr. FRIEDRICH UEBERWEG. Translated by GEO. S. MORRIS, A. M., Professor of Modern Languages in the University of Michigan. 8vo; pp. xv–487. New York: *Charles Scribner & Company.* 1872.

Prof. Ueberweg has departed noticeably from the usual German method of treating the history of philosophy. He "does not make prominent," says another, "in the history here translated, his adherence to the Hegelian method. He is much more critical than comprehensive. He has labored more largely to state clearly and fully the different systems of philosophy than to treat of their organic or historical connections. It would be faint praise to say that in this respect his work is well done. It was never done better, if so well. In thoroughness of learning, and in clearness and impartiality of statement, Ueberweg is not excelled, while in the fullness of his references to the literature of his subject no [other] writer has equaled him. The bibliographical part of this work leaves little to be desired. With the additions furnished by the translator, it is almost exhaustive. Nowhere else is there so full a list of all the literature of philosophy. This of itself is invaluable, and makes this book, to one prosecuting his studies in this field, almost indispensable."

We have copied more of this notice than we intended, but can prepare no other that will so clearly express our opinion of the book, and are content to let this stand as our own. Every worker in the broad field of philosophy feels, sooner or later, the need of a good manual of its history, and we take pleasure in directing him to this as probably the best yet in print.

THE SCIENCE OF WEALTH: A MANUAL OF POLITICAL ECONOMY. By AMASA WALKER, LL. D., late Lecturer on Political Economy at Amherst College. 12mo; pp. 455. Philadelphia: *J. B. Lippincott & Co.* 1872.

The increase of books on political economy, and the devotion of some of our strongest minds to the subject, argue well for the future of the country. Mr. Walker has long been heard with attention on financial and industrial topics, and the book before us, prepared for the schools, is simply a condensation of a larger work, which has received general approbation for years, and has reached a sixth edition. The author fearlessly pursues the scientific method, regardless of partizan policy or the "protective" demands of Massachusetts and Pennsylvania. This brings him out a warm advocate of free trade, and an opponent of all governmental interference with industry. We have found his book uncommonly clear and satisfactory.

A SCHOOL HISTORY OF THE UNITED STATES. By W. H. VENABLE, of the Chickering Classical and Scientific Institute. 12mo; pp. 247–xxx. Cincinnati and New York: *Wilson, Hinkle & Company.*

Mr. Venable has already won a name as the "Teacher-Poet," and his late volume of verse has been widely and favorably noticed. His graces of style appear well in the setting forth of a subject usually very dry in statement. In the preparation of this History great pains have evidently been taken, and a wide range of authorities consulted. The errors are few. The old story of Pocahontas is given, but only in a quotation from the unveracious book of Capt. John Smith (the single authority for it), and with a cautionary note. The usual mistake as to the date of the introduction of slavery into Virginia is repeated. The correct date is 1619, as anyone may see by consulting the last edition of Bancroft. The author has been unusually fortunate, however, in his statements of fact, as also in the engraver's work, that has so abundantly illustrated his book. The portraits are more accurate than is usual in works of this kind, and the maps are invaluable aids. Copious references are made to the literature of the subject. The volume is of convenient size for class-room use, and the publishers have printed and bound it with rare taste and judgment.

THE UNITED STATES READER. By JOHN J. ANDERSON, A. M. 12mo: pp. 414. New York: *Clark & Maynard.* 1872.

In many schools, the text-book is used only as a reader; and if the pupils have been properly taught to read — *i. e.*, as an intellectual exercise — with due additions and drill by the teacher, this method is sufficient. Prof. Anderson has brought together in this book a very valuable and interesting selection of extracts, in prose and poetry, illustrating all periods of our history, even including Whittier's fine poem on the burning of Chicago. The pieces are connected by a thread of historical notes, enabling the book to present a tolerably full exhibit of American history. We esteem it a very useful book in the school-room, and well adapted to family reading.

WEBB'S FIRST LESSONS IN LANGUAGE AND DRAWING. By J. RUSSELL WEBB, Author of the Word Method, etc. 16mo; pp. 120. Chicago: *A. H. Andrews & Company.*

We hail with pleasure a new edition of this little manual, the plates of which were destroyed in the Chicago fire. It is "designed to teach, at home and at school, how to talk, how to read, and how to draw, on the object-lesson plan;" and seems to us in every feature fitted to the purpose, especially when used with the author's "School and Family Cards," which should accompany it. We notice the absence of an interrogation point from an important model on page 8; and the author would hardly expect "three cents" to be placed on the corner of an envelope, as indicated on the next page.

MINOR NOTICES.

The appearance of the *Popular Science Monthly*, under the editorship of Prof. E. L. Youmans, is one of the best literary events of the day. It is established expressly to advance scientific education among the people, and the

opening number gives most hopeful promise. Its matter is all readable and instructive, and couched in untechnical language. Teachers and institute workers will find it replete with valuable materials. Published by D. Appleton & Co., New York, at $5 a year; with *Appleton's Journal*, $8.....The *Atlantic Monthly* continues to set rare feasts of reason and sentiment before its readers. "The Poet at the Breakfast Table," by Dr. Holmes, contains in each number suggestion enough for the mental work of a month. The publishers have a glittering list of announcements for the remaining numbers of the year.....*Arthur's Lady's Home Magazine* and the *Children's Hour* are accounted among the best of publications for the household. The latter is especially suited to the little ones, and has afforded us many profitable readings with a child. Prices, respectively, $2 and $1.25.....Messrs. Roberts & Hillhouse, Kalamazoo, send us a *Sunday-school Teacher's Complete Class-Book* which they publish. It is well prepared, of convenient size, and deserves an extensive sale.....We have from E. Steiger, 22 Frankfort street, New York, a neat pamphlet in German, entitled *Der Kindergarten in Amerika*, which he sends free on application. It contains a sketch of Froebel's life, and other matter of interest. Mr. S. announces as in press Marenholtz-Bulow's *The Child, its Nature and Relations*, an elucidation of Froebel's principles, translated from the German.....We welcome to an exchange the *Americanische Schul. Zeitung*, published in Louisville, and edited by the eminent German educator, Prof. W. N. Hailman.....Supt. Bennett has issued another *Jackson School Monitor*. But one other paper of the kind is now published in the State..... The publishing houses are uncommonly active, and a large number of new books are out. Among them may be noticed *Julius Cæsar*, another volume in Rolfe's Shaksperian series for schools; Agnel's *Elementary Tabular System of Instruction in French;* White's and White & Riddle's *Latin Lexicons* (the largest sold at $20); Fowler's *Elements of Inductive Logic;* Smith's *Ancient Atlas, First English Grammar*, and *Primary History of Britain;* Miss Sewell's *English Grammar Made Easy;* Chapman's *Elementary Drawing-Book;* Day's *Esthetics;* a new and thoroughly revised edition of Lyell's *Principles of Geology;* and the first volume of a series of Latin text-books prepared by Head Master Gardiner, of Boston, and to be issued by Lee & Shepard.....S. C. Griggs & Co., of Chicago, having retired from the bookstore, devote themselves to publishing, and announce Boise's *Selections from Greek Authors*, for the first year in college, Thompson's *First Latin Book*, a *Swedish-Norwegian Grammar*, and Bacon's *Manual of Gesture*.....Eldredge & Brother, Philadelphia, have issued Martindale's *First Lessons in Natural Philosophy*, and announce *Anatomy, Physiology, and Hygiene*, and *First Lessons in Astronomy*, by the same author; also Chase & Stuart's *Eclogues and Georgics of Virgil;* and other works in preparation.....Cowperthwait & Co. announce the *Sixth Reader* in Prof. Monroe's series. Lee & Shepard, Underwood's *Handbook of English Literature* (American authors); and Harper & Brothers Bain's *First English Grammar*.....The publishers of Webster's *Unabridged Dictionary* made a recent shipment of sixty copies to Japan. They have sold nearly six hundred in that country, and the demand is increasing.

Educational Intelligence.

MICHIGAN.

THE STATE INSTITUTIONS.—Correspondents of the Detroit *Daily Tribune* say that the senior class at the University will graduate this year eighty-five men and two women—larger by eleven than any other class that has gone from the Literary Department; also that the classes about to graduate from the Normal School are larger than ever before, comprising about forty-six from the regular courses, besides a large number from the academic department. A large majority of them will begin teaching this year.....A teachers' class has been formed at the University, under the direction of Prof. Jones, which the *Chronicle* reports as "remarkably well attended. The members of the class report the recitations very instructive and interesting. '72 will graduate quite a number of men who intend to teach—temporarily, at any rate."".....Some dissatisfaction has lately been created at the Agricultural College by an advance on the price of board from $2.60 to $3 per week. The College lost several hundred dollars last year on board at $2.60 per week for each student. The unusual continuance of the cold weather this spring has caused an extra consumption of fuel, and this, with the high price of food material, has made it necessary to raise the price of board to $3 per week to save the College from actual loss.—*Cor. Det. Post.* .....The citizens of Coldwater have given a deed for twenty-seven acres of land, and $25,000 in cash, to secure the location there of the State School for Indigent Children. The necessary buildings will go up without delay.

PERSONAL.—Prof. Winchell, of the State University, has been invited to the Presidency of Genesee College, N. Y. We trust this call will meet the fate of similar ones, heretofore made to him.....Dr. H. L. Wayland, lately President of Franklin College, has returned with his family to Kalamazoo. The *Torch Light* says: "The Doctor looks good for a score or more of years of efficient labor as an educator, pastor, or journalist, but should he live to the age of Methuselah, we hope the Lord may spare him from another attempt to build up a college out of an endowment of *invested indebtedness*, and where neither God nor the people desire a college." Among other invitations, Dr. Wayland has one to the chair of English Literature and Rhetoric, in Indiana University.....Prof. Manly Miles, of the Agricultural College, made a recent tour in Ontario, as umpire between parties contending for the location of the Provincial Agricultural College. He received a very flattering commission from the Ontario Minister of Agriculture.....Mr. James M.

Sprout, for some years Principal Teacher at the Reform School, has resigned to go into business at South Haven. He is succeeded by J. N. Foster, late of Berrien county.....Professor Collier, of Hillsdale College, has been unanimously elected to the chair of Agriculture and Correlative Branches, in Washington and Jefferson College, at Washington, Pa., at a salary of $600 more than he now receives. He will probably accept.....Mrs. Perrine, wife of the President of Albion College, has been appointed Preceptress of that institution, *vice* Miss R. Carney, resigned, to enter the University. Dr. Perrine distinguished himself recently at the Methodist Quadrennial Conference in Brooklyn, as the single one of the great assembly to vote against the admission of lay delegates, after the ballots of the church had decreed it..... Principal Cocker, of the Adrian High School, has received a handsome present from his pupils--Smith's Dictionary of Greek and Roman Biography, in three volumes, calf-bound.....Miss E. J. Clark has been appointed Principal of the East Saginaw High School, *vice* J. P. Vroman. It is the first time the place has been filled by a lady.....Supt. Kellogg, of Van Buren county, has been voted a complimentary resolution by the Board of Supervisors, testifying their "high appreciation of his efficient services, and gratitude for his untiring energy in his labors;" also allowing him contingent expenses..... Mr. Jerome F. Smith, assisted by Miss T. W. Pockett, will shortly close a very successful year in the school at Coloma, Berrien county. We shall set a good example before our readers by quoting the last paragraph of a letter from Mr. S.: "My watch reminds me that it is time to commence the labors of the day; therefore I drop my pen, and take up my *Bible.*".....Henry Lee, a supervisor in Lapeer county, and teacher at Millville, met with a singular accident a few weeks ago, in the breaking of his leg near the ankle, by a sudden turn while playing ball with his pupils.....An unusual number of the lady teachers in the Leslie Union have been married within the last year or two. Candidates for Leslie!

MISCELLANEOUS.—Supt. Botsford writes from Hillsdale: "I held three institutes. The one at Pittsford was attended by seventy-four teachers, or those preparing to teach. Prof. Payne was with me two days, and, as usual, proved himself a most interesting teacher. The institute at North Adams was attended by only twenty-five teachers; at Camden, about the same number."".....The Supreme Court has rendered a unanimous decision that school officers may purchase requisite books and blanks for the district, without a vote of the school meeting.....The literary societies of Kalamazoo College have been fortunate in securing the services of Dr. J. M. Gregory for the address before them at the next Commencement.....The Teachers' Convention of Van Buren county was in session at Lawrence, and the Berrien Co. Teachers' Association at Buchanan, during Friday and Saturday, the 24th and 25th ults., with good programmes in hand.....Supt. Kellogg will shortly hold a Directors' Convention in his county, to take steps towards securing a uniformity of text-books.....Appointments to the United States military and naval schools have been made by the Hon. Henry Waldron, on the plan of competitive examination.....The Streeterville schoolhouse is being rebuilt.

OTHER STATES.

It is estimated that the teachers of this country number 200,000. Gen'l Eaton, the Commissioner of Education, thinks that forty per cent of these are new to the work every year.

CONNECTICUT.—The average annual expenses of each member of last year's class at Yale College were $1,002. The extremes were $250 and $2,500.

ILLINOIS.—The Industrial University at Champaign (Dr. Gregory's) has 314 students. It has been organized less than four years.....The State Superintendent announces that teachers must be examined, after the first day of July next, in elementary natural science, physiology, and laws of health.

INDIANA.—A parallel for Girard at last! Robert Barnes, of Evansville, has left half a million to found an Orphans' College, conditioned that no minister or missionary shall hold office in it, or even visit the premises.....Pres. Clark, of the Amherst Agricultural College, has been chosen President of Pardue University, at Lafayette, which has a superb endowment.

INDIAN NATIONS.—The Creeks have a well organized school system, with instruction in English. They have $10,000 ready for a Baptist seminary, as soon as teachers are provided.....The Cherokees number 16,000, and have 52 common schools, with 2,249 pupils, and one female seminary. Children are taught in English, though the tribe has a written language. Some teachers are white, the rest native. Text-books from the States are used.

IOWA has enacted a law that text-books shall not be changed more than once in three years, except by vote of the district.

KANSAS gives $50,000, and Emporia $10,000, to the new Normal School at the latter. The building, for 400 pupils, will be ready next January.

MAINE has just ordered the admission of women to its Agricultural College.

MASSACHUSETTS.—Out of 45,979 children of 5 to 15 years, Boston accounts for all but 443 as in school, or otherwise profitably employed. This is the banner city of the world.....Lowell has opened a free drawing-school.

MISSOURI.—The St. Louis Normal School has 100 ladies in attendance.—They discard false hair in all shapes, and all dress goods but calico.....The State University has been put on a permanent foundation by a legislative appropriation of $200,000.

NEW HAMPSHIRE.—The first year of the first Normal School closes prosperously. The school has given a marked impulse to education in the State.

NEW YORK.—The offer of Mr. Sage, of Brooklyn, to give Cornell University $250,000, if women were admitted, has been accepted, and the ladies will presently be provided for.....The Brooklyn Board of Education asks a law to allow it to retire faithful teachers after 20 years' service, on a half-pay pension.....One hundred New York school girls propose to see Europe together this summer, at $150 apiece. "The innocents abroad!"

OHIO.—Cincinnati is about to establish a City University, and the Jews there project a school of similar grade.

RHODE ISLAND.—State School Commissioner Bicknell, in his late Report, says: "I am fully satisfied that it is wise to appoint women of talent, public spirit, and business tact, as school officers of the district and the town. In the town of Tiverton, the school board during the past year has been wholly composed of women, and it is the uniform testimony of the people of that town that in no previous year has so much time and labor been devoted to the advancement of the various interests of the schools." A good account is given of the success of evening schools in different parts of the State. About 90 per cent of the school population is receiving public or private instruction.

TENNESSEE.—A grand Southern Baptist University at Memphis is proposed.

TEXAS still calls for teachers — men preferred. Scarcely half the schools desired are yet open, for want of teachers. Wages $35 to $110 a month. Primary teachers are particularly in demand.

FOREIGN.

DENMARK.—A Copenhagen school-house has capacity for 1,000 children, but 2,000 attend daily — half in the morning, the others in the afternoon. The plan is said to work excellently for both body and mind.

ICELAND, with 70,000 people, has but one primary and one high school, yet it is hard to find a child of ten years who can not read. They are taught at home. Marriage is prohibited unless the *bride* can read.

INDIA.—Of 25,000,000 who should be in school, British India has only 1,096,000 under instruction. 166,000 natives annually study English. Much attention is being paid to the education of girls.

ITALY.—Rome had no public school a year ago. It now has twenty-two, with six thousand pupils.

JAPAN is thoroughly awake to the importance of popular education, and is rapidly reconstructing its schools, which are now open to all classes. It is probable that our public school system will be introduced, under competent American and native teachers. Female education is earnestly canvassed by the government, and a Vermont lady has already opened a girls' school in Yokohama. The college at Yeddo is being reorganized after the fashion of a European university, and nine schools for instruction in foreign languages and science have been established. There is quite a furor for English education, and about eighty Japanese students are now pursuing their studies in the United States. Their instructors speak very highly of them.

RUSSIA.—Governesses and teachers of all kinds hold a much higher and more important place in Russia than elsewhere. They form a distinct class in the State, and the men hold a brevet rank among state officials, and have a good chance of rising in public life. . . The female teachers are important persons in families and in society, and they often marry brilliantly. They always make fortunes, for their salaries are enormous, three thousand dollars annually being not uncommon.—*Galaxy*.

SWITZERLAND has thirty-one normal schools, and Prussia has one hundred and eighteen. Another large State — Michigan — has *one!*

THE MICHIGAN TEACHER.

Volume VII. . . . . NILES, JULY, 1872. . . . . Number 7.

MRS. FLIPKINS'S VIEWS OF VACATION AND TEACHERS.

I HAPPENED, this morning, to hear the worthy Mrs. Flipkins conversing with, or rather *at*, her neighbor, Mrs. Jugson; said Mrs. Jugson being her crony and her very nearest and most particular friend — notwithstanding which, she frequently calls her a hypocrite and divers other unsavory names in the privacy of her own family circle. The conversation, which took place over the back-yard fence and entered my open window, was something in this wise:

"That is so, my dear." This was the first sentence that floated up to me. "And the sooner they find it out, the better. What are they, any way, but public servants — the lazy, overfed, overpaid things! I told Flipkins yesterday that it was a step in the right direction, and I hoped they'd seen the last vacation they'd ever be paid for. It's bad enough to waste the public money by paying 'em extravagant prices when they *do* pretend to be in school; but to give them a hundred or two hundred dollars, and they gadding around the country, going to Springs and cutting up, the Lord only knows what capers — I say it's a shame. Flipkins gave me a lot of balderdash and sentiment about their brain-labor and that sort of thing, but I shut him up forthwith by just telling him if he wanted to give away any money to just give *me* a couple of hundred, and *I'd* take a vacation, for I was about tired of washing, and cooking, and mending old socks, and such like. I've been at it these fifteen years, and far from having a vacation, it's like pulling teeth to get Flipkins to give me a dollar to buy clothes for his own wife and children. A pretty man *he* is, to talk about brain-labor

and generosity! Of course, my dear, this is in strict confidence between you and me. There isn't another soul but thinks Flipkins and I live like two doves, and never have a word."

Here a few words from Mrs. Jugson floated up to me indistinctly, and became drowned immediately in the metallic tones of the vigorous Flipkins.

"Good gracious sakes alive! What sense is there in paying people when they don't *do* anything? It's just this way, as I look at it — people here in early times had so much money, and wanted to be so mightily gallant to the few women who were here, that they got this idea up of paying school-teachers through their vacation. That might have been all very well in them days, for taxes wasn't so awful, and the most of men didn't have six children to bring up, as Flipkins has. But now that cents and three-cent pieces are introduced, it's too late to tax men to be *gallant*, and pay out the public money to a few women that earn it only too easy anyway."

Here Mrs. Jugson mildly interposed, while her friend took breath, and suggested that it wasn't all gallantry, for the gentlemen teachers were paid, as well as the ladies. But such arguments as that would not do with Flipkins: it was received with supreme disdain, and not even vouchsafed a hearing.

"I tell you what, Seraphine Jugson," she resumed, in a sepulchral voice, and, as I could see through the blind, shaking her forefinger solemnly at the friend of her heart; "I tell you what, *I know 'em*. There's many a teacher, too, as knows *me*, to her sorrow; for I just pay 'em back a little for the good time they have, by making 'em feel that they're nothing but public servants anyhow, and they might as well know it. You know what an angel my Tommy is?"

Here Mrs. Jugson made the first voluntary pause she had made that morning, but failed, nevertheless, to elicit any response from Mrs. Jugson, who had had certain experiences of Tommy which forbade her endorsing him as an angel; but who was, nevertheless, too prudent a woman to flatly deny his celestial attributes.

"Well," said Mrs. Flipkins, in a rather tart way, "that boy was beaten, actually beaten, at the other school, by a miserable woman they call a school-teacher, and a Principal at that!"

I sighed, and thought to myself, "Miserable indeed, when we have such parents to deal with!"

"Well, I went there, and if I didn't give her a piece of my mind,

no matter. I began by being very calm and polite, and only telling her at first that she was no lady; but when I saw how calm and brazen she took it, my temper got up a little, and I shook my fist in her face. I told her I would not deign to talk with her any longer, but I would send my servant girl the next morning, and she could talk with her all she liked. I just informed her that *I* was a lady. She turned pale then, I can tell you, especially when I told her I should report her performance at the office."

Mr. Jugson then inquired what the lady said — if she made any apology, etc. — to which Mrs. Flipkins responded:

"O, she got off a lot of palaver about his being so bad, and the number of blows being few, and all that, and asked me to be reasonable; but that only made me madder. What if he did whisper a little, and throw a few spit-balls? He is a very cheerful child, and wanted to amuse himself a little, I suppose. She says he 'sassed' her; but if he did, I'd like to know what's that but showing his spirit? And if they expect to whip the dear child because he's just like his mother, they're much mistaken. They're all alike — there's no difference; they always did pick on the dear little fellow, and always will, I suppose. He never had but one good teacher — how sorry I was when she got married! *She* knew it wasn't her place to find fault with the children that she was paid to take care of, and used to let Tommy play a little when he felt like it, and never kept him in at recess or after school once while she had him. He played truant, or hookey, as he called it, so cunning, and she thought so much of him, she wouldn't tell the Principal, for fear he'd get a whipping. I thought the world of her, she knew her place so well, and was such a lady. When she got married, I gave her one of the prettiest Bibles you ever saw. Tommy's out of school now, you know. The teachers at this school have got a new wrinkle. Instead of whipping him, they send him home to torment me. That made me madder than anything, for he just plagued the life out of me, and I ruined more cups and saucers, and pans and things, throwing 'em at him, than I ever did all the rest of my children put together. If they can't get along with a real sweet child like Tommy, I'd like to know what they're paid for. Why, he broke my Chinese vase the other day, and came right up and told me, the little dear! I've just written the teacher a note: she's sent after him twice, and I've just took him out to spite her. His class is examined to-morrow, and they always like to have them all there then, you

know, especially a smart boy like our Tommy. I'll read you the note, if you like: I just guess it will make her sting."

MISS JONES — *Madame:*

I have took Tommy out of School, because you was all ways at him, and picked on him. He went a long time to —— School, and his teacher was Miss Brown, and *she* was a lady and never found no fault with Tommy.

Please send me the three pieces of string, the top and the marbles you took away from him, and oblige

HIS MOTHER.

"Mary told her yesterday that Tommy had left, and she was impudent enough to say that she was much obliged.

"O goody! There's Flipkins storming 'round, mad as fury because his breakfast ain't ready. Good bye, my love — we'll go shopping this afternoon."—*California Teacher.*

ADMISSION TO THE UNIVERSITY.

THE PREPARATION IN LATIN.

BY PROF. EDWARD L. WALTER.

THE requirements in Latin for admission to the Classical or Latin and Scientific course consist of the Latin Grammar, four books of Cæsar's Commentaries, six orations of Cicero, six books of Virgil's Æneid, with prosody, Harkness's Latin Prose Composition to the third part, or forty-four exercises of Arnold's Latin Prose Composition. In 1874, and thereafter, the whole of the Æneid will be required.

The series of text-books recommended to preparatory schools is Harkness's, which, not without some marked defects, is better adapted than any other series with which I am acquainted for elementary instruction in Latin. Its chief merit consists in the judicious grouping and clear presentation of the leading points of Latin etymology and syntax; and by making himself familiar with what these books contain, it will be comparatively easy for a pupil to fit himself to take up more complete and philosophical treatises. Allen's series, which has not yet been completed, promises to be more thorough than Harkness's, but is apparently more difficult for the beginner to master. Bullions and Morris' series, also, and Andrews & Stoddard's Grammar, with

the Reader, though more difficult both to teach and to learn, will furnish a good preparation, *if well taught;* for it must not be forgotten that no system, however admirable, will make up for a lack of tact and skill in the teacher, just as no teaching, however admirable, will make up for a lack of brains in the scholar.

Let the student, then, begin the study of Latin with Harkness's Introductory Latin Book, or, if preferred, with Harkness's Reader, accompanied by lessons in the Grammar and Prose Composition. At least a year should be spent in completing the Reader, and there should be frequent and thorough reviews. Every noun, adjective, and verb in the lessons should be inflected and parsed, so far as the facts and principles already learned will allow.

In beginning the study of Latin, hardly too much stress can be laid upon the importance of repetition, continual repetition. The chief deficiencies in the preparation of our students are such as could have been remedied by more faithful drill in the schools. The inflections should become so fixed in the memory that their repetition should be almost mechanical, that it should be almost as impossible for a student to stumble over any of the regular forms of declension, comparison, or conjugation, as for Laplace to stumble over the multiplication table. It is plain that this perfect familiarity with forms can be obtained in no other way than by constant drill. It is a melancholy fact, and one which young teachers especially do not take into account, that not infrequently a lesson learned one week is but a preparation for forgetting it the next. This must be guarded against by every means possible, and chiefly by making the pupil learn it anew every week, if necessary, until he no longer has to learn it, but only to remember it. We can not do this work so well nor so appropriately in college as it can be done elsewhere, and it is to be hoped that the time is coming when we can leave it entirely to the preparatory schools.

The reading of Cæsar can begin with the second year. The lessons should at first be very short, and accompanied by frequent reviews; but if a year has been spent on the Reader, the lessons can soon be lengthened, so that the four books of Cæsar and one oration of Cicero can be read the second year. The study of the Prose Composition should accompany the reading of Cæsar and Cicero, about as is indicated by Harkness. One or two days every week should be given up to it, and the student should be taught to discover in the reading-lesson illustrations of the principles he has learned in the Prose Composition.

In the third year, the remaining five orations of Cicero can be read, and in the last term one book of Virgil. At least one term should be given up to the first book. There is no danger with us of reading too slow at first. It would be better to read the last six books in three months than the first book in two. The first lesson should not exceed ten lines in length, and for two weeks the daily reviews should begin with the book. The differences in construction from the ordinary prose should be pointed out, and peculiarities in the meaning of words should also be noticed, so that gradually the student shall become familiar with the poetical vocabulary.

In the fourth year the remaining books of Virgil can be read. The study of prosody should be pursued the first two terms, and the teacher should seek to cultivate the ear as well as the fingers of his pupils. The last six books I would read as rapidly as is consistent with accuracy, at the rate of a hundred to a hundred and fifty lines a day in advance.

I have thus laid out a course of four years for preparation in Latin, which, in its general outline, is in my judgment best fitted to prepare the student to pursue the study of Latin after entering college with the most profit to himself. The details can of course be varied at the discretion of the individual teachers. The student who shall have thoroughly followed the course here marked out, will be able to dispense very largely with purely grammatical drill, and pay more attention to the historical, critical, and logical questions suggested by the text. I am aware that the impatience of the pupils themselves, and the state of feeling existing in some communities with regard to the study of the classics, may make it advisable to shorten the time required for preparation as much as possible. Where this is necessary, some time can be saved by not completing the Reader, and by reading some portions of the preparatory work, particularly the last three books of Cæsar, more rapidly than is here indicated. But I think a four years' course is none too long for a thorough preparation, and would strongly advise it, wherever practicable. *Festina lente* is just as good counsel now as in the time of Augustus.

While it should not be forgotten that etymological and syntactical drill, and fluency and ease of translation should be the chief objects in view in teaching the preparatory Latin, a judicious teacher will vary the monotony of daily recitation as much as more important matters will allow, by every means in his power. There will perhaps be some

time for reference to the most striking features of the character of the people among whom Cæsar fought, to the generalship displayed in the conduct of the campaigns, to the character of the man himself, "the foremost man in all the world." Cicero's rhetoric is better than his logic, and some time is not ill spent in pointing out his weakness. Virgil will afford more opportunities than can possibly be used for explaining historical and mythological allusions. The chief danger in all this is that matters of more immediate importance may be neglected Let me repeat, therefore, that the objects pre-eminently in view in teaching the preparatory Latin should be *drill in etymology and syntax, with ease and fluency in translation.* All else should be decidedly secondary.

At the risk of intruding upon another department, let me enjoin upon the teacher in Latin care in regard to the English of his pupil. Let it not be said that our students are better acquainted with Latin orthoepy and syntax than with English. There has been a steady improvement with us, towards a purer pronunciation and a purer language, ever since I have been here; and part of this, I am convinced, has been brought about by the care exercised by the professors in the other departments. When I was in college here, I heard a senior, in a public debate between the literary societies, speak in affectionate terms of "the *gar-deen'* angel of the republic." The gentleman's speech was a good one; but a glow of enthusiasm concerning a *gar-deen'*, from a senior in college, was not *per se* a pleasing subject for contemplation, nor a very powerful argument for sending boys to college. Incessant care on the part of instructors will do much to remedy any errors in this particular, which usually arise from defective early training.

BOOKS.

Books reinforce us; mighty, wise,
They deign to stand as our allies;
They aid the strong, protect the weak,
Our stammered thought they plainly speak;
They give us knowledge, give us joy,
Lift us above mean life's annoy;
They give us solace, give us tears,
Give us the life of long dead years;
They give our souls immortal wings,
To mount o'er transitory things,
And view us from some lofty star,
Our life and nature as they are.

— *W. H. Venable.*

PRACTICAL EDUCATION.

BY SWEHTAM.

MY plea is for more practical and thorough teaching. I plead for more of such teaching, the fruit of which the pupil may pick all along the path he treads. I plead earnestly for a practical education — one that may be of some use to the student now, as well as in the future. I am led to regard this subject as very important, when I reflect upon the fact that, of the large number now attending our schools, a few may rise to positions of great influence. They will become leaders and master-minds of the age, and will have need of a liberal supply from the fount of knowledge. But, for every such few, there will be tens of thousands who will never attain positions in which a vast amount of the matter now contained in some of our text-books will be of one farthing's benefit. Now, it appears to me that if we, as teachers, are wise, we shall exercise great caution in this, and present to the student only that which he can assimilate, considering age and capacity. Especially do I plead for great care to be exercised while teaching Geography. It is my opinion that there is a vast amount of information in the books on that subject, as it is commonly taught, which serves no other purpose than as a huge stumbling-block, over which students fall headlong; and, before they get fairly straightened up, they lose all relish for the study. Hence we often hear repeated by teachers: "How may we teach Geography successfully?"

A year or two ago, I visited a school of good repute in this State, and listened to a recitation in this branch. At the close of the recitation, I asked how many had been so fortunate as to see the object, the description of which they were learning. One or two only, of a large class, thought they had been so favored! What is the least we may say of such teaching? We need far less of the cramming-in process, and more time given to teach the mind how to digest its food. It is not what we eat, but what we digest, that gives health and strength to

the body. It is not what we read, or even commit to memory, that gives power to the mind, but what we think over until we fully comprehend.

I said, be cautious while conducting a class in Geography. I will explain. I would have you select, from the multitude of questions, those calculated to be of some practical benefit to the pupils. For instance, I would rather have a student able to describe the boundaries of his own State and country, than be able to bound Beloochistan. I would rather he put more study upon the rivers of his own State and land, and not waste too much time in hunting up Bug, Bog, and Dal rivers. If he has time and inclination to learn all, very well: let him do so by all means. But my experience is that few reach that altitude. I would rather have a student able first to locate and describe the principal cities of his own State and country, before he expends much time in describing Goulja, Petropaulovski, or any other outlandish combination of letters representing a town that, in all probability, he will never hold real estate in.

Have your hearts never been pained to see the dull eye, the listless look, discouragement reigning supreme upon the countenances of children attempting to comprehend the length, breadth, and depth of the words with which our geographies seem filled to overflowing? I have wished for a universal language in such times. And then to notice the eye kindle and the interest return, as some subject they could comprehend was touched, led me to conclude I was upon the wrong road when following the tracks of an author while teaching a class of children. I think it to be our duty to study this subject well, and not allow the child to — shall I say? — waste hours, days, and perhaps years, poring over something which, in all probability, will never benefit him to any very great extent. Life is too short. The time in which we learn most easily flits past too rapidly to allow of its being uselessly employed. I would have him learn Geography, and thoroughly too, but not burden the memory with useless facts.

The foregoing remarks do not apply with as much force to Arithmetic, but I think we need more thorough teaching in that branch, especially in the foundation department. I think there is a tendency upon the part of teachers, as well as learners, to pass over this branch of mathematics with about the same object in view that an express train has when it leaves Detroit; namely, to reach the other terminus. It does not condescend to halt at *small places*, but rushes by with the speed of the wind. Now, it will never do to put children upon ex-

press trains through Arithmetic. Often we find students at work in percentage, square and cube root, etc., not able to explain how it is possible for 0 and 4 to be forty; not able to tell why we point off just three places when reading numbers; not able to explain why we begin at the right when performing operations in addition, subtraction, and multiplication, and why at the left in division. I might multiply cases of this kind indefinitely.

In the same way I might refer to other branches, especially to Grammar. We can all bear testimony to the almost fatal mistakes made in presenting this subject to beginners. They enter upon the study with enthusiasm, but, being compelled to repeat definitions, rules, etc., day after day, which are to them a senseless jargon of meaningless words, they soon conclude that learning to talk by rule is poor business. They become thoroughly disgusted with everything that smells of Grammar. Who is responsible for such a sad mistake?

I fear that in our haste we give too much book-knowledge to a very little common sense. A round of tasks monopolizes the time for practical thinking. The mind is jaded with words, rules, and problems to such an extent that little time is left for the student to realize that the knowledge he is gaining will be of any use to him after he shall leave the school-room. My motto is "Make haste slowly," in this business of teaching. Encourage the pupil to inquire for reasons at every step, and thus you will give him a lasting foundation upon which to build. Teach him to think for himself, for it is the thinking man who takes the lead in society. It is the thinking man who causes two blades of grass to grow where only one grew before, harnesses steam, sends the lightning on his errands, and fills our land with labor-saving machines. Intelligence is everywhere respected. Ignorance in this day is inexcusable.

I wish to occupy a little space, in this connection, in speaking of other means of teaching than through books. In every school there occur numberless opportunities when the teacher may impress many facts of general information. In other words, he may teach the "science of common things" more effectually than when done through books. To illustrate: A new fall of snow may be the occasion of a few minutes' talk about snow, during which many pupils will receive lasting impressions. While the rain is descending, we may teach its cause, its usefulness, etc. And before the dew has vanished, we may fix the explanation of it in the mind forever. While the song of the

wind is heard without, we may teach the cause of commotion. If there be no class in Physiology, we may employ odd times in giving them a little knowledge of the house in which they live. We may also employ such times in making them acquainted with the government under which we live, both State and general. The news of the day may, from time to time, be brought up and conversed upon.

I mention these instances only to give an idea of the work. Something of this kind may be, if it is not already, introduced in every school in the land, with beneficial results. He who teaches only book needs to be reconstructed and started anew in this business.

Finally, let us not be discouraged because we are aware we have not accomplished all we desired. Every teacher earnestly engaged in the work has an ideal and a real school. The whole battle consists in trying to bring the real school up to the pictured ideal. A discontent with the real is the mainspring to more noble endeavors. Let us resolve to do all we can, and in the best possible manner, during the time we are connected with our several schools. And if those who follow us are guided by the same rule, there will come a time when the earnest, faithful teacher will accomplish more in a term than is now accomplished in a year.

THE KINDERGARTEN. — III.

BY MISS E. P. PEABODY.

KINDERGARTEN means a garden of children, and Froebel, the inventor of it — or rather, as he would prefer to express it, *the discoverer of the method of Nature* — meant to symbolize by the name the spirit and plan of treatment. . . . This analogy of education to the gardener's art is so striking, both as regards what we can and what we can not do, that Froebel has put every educator into a most suggestive normal school, by the very word which he has given to his seminary — Kindergarten. If every school-teacher in the land had a garden of flowers and fruits to cultivate, it could hardly fail that he would learn to be wise in his vocation. For suitable preparation, the first, second, and third thing is to

"Come forth into the light of things,
Let Nature be your teacher."

A Kindergarten, then, is children in society, a commonwealth or republic of children, whose laws are all part and parcel of the higher law alone. It may be contrasted, in every particular, with the old-fashioned school, which is an absolute monarchy, where the children are subjected to a lower expediency, having for its prime end quietness, or such order as has "reigned in Warsaw" since 1831. . .

But order must be kept by the child, not only unconsciously, but intentionally. Order is the child of reason, and in turn cultivates the intellectual principle. To bring out order on the physical plane, the Kindergarten makes it a serious purpose to organize *romping*, and set it to music, which cultivates the physical nature also. Romping is the ecstacy of the body, and we shall find that in proportion as children tend to be violent they are vigorous in body. There is always morbid weakness of some kind where there is no instinct for hard play, and it begins to be the common sense that energetic physical activity is not to be repressed, but favored. Some plan of play prevents the little creatures from hurting each other, and fancy naturally furnishes the plan — the mind unfolding itself in fancies, which are easily quickened and led in harmless directions by an adult of any resource. Those who have not imagination themselves must seek the aid of the Kindergarten Guides, where will be found arranged to music the toils of the peasant and cooper and sawyer, the windmill, the watermill, the weather-vane, the clock, the pigeon-house, the hares, the bees, and the cuckoo. Children delight to personate animals, and a fine genius could not better employ itself than in inventing a great many more plays, setting them to rhythmical words, describing what is to be done. Every variety of bodily exercise might be made and kept within the bounds of order and beauty by plays involving the motions of different animals and machines of industry. Kindergarten plays are easy intellectual exercises; for to do anything whatever with a thought beforehand, develops the mind or quickens the intelligence; and thought of this kind does not tax intellect or check physical development, which last must never be sacrificed in the process of education.

Dr. Dio Lewis's "Free Exercises" [or Smart's Free Gymnastics] are suitable to the Kindergarten, and may be taken in short lessons of a quarter of an hour, or even of ten minutes. Children are fond of precision also, and it will be found that they like the teaching best when they are made to do the exercises exactly right, and in perfect time to the music.

The regular gymnastics and the romping plays must be alternated with quiet employments, of course, but still active. They will sing at their plays by rote, and also should be taught other songs by rote. But there can be introduced a regular drill on the scale, which should never last more than ten minutes at a time. This, if well managed, will cultivate their ears and voices, so that in the course of a year they will become very expert in telling any note struck, if not in striking it. The ear is cultivated sooner than the voice, and they may be taught to name the octave as 1, 2, 3, 4, 5, 6, 7, 8, while their imaginations are impressed by drawing a ladder of eight rounds on the blackboard, to signify that the voice rises by regular gradation. This will fix their attention, and their interest will not flag, if the teacher has any tact.

Slates and pencils are indispensable in a Kindergarten from the first. One side of a slate can be ruled with a sharp point in small squares, and if their fancy is interested by telling them how to make a fish-net, they will carefully make their pencils follow these lines—which makes a first exercise in drawing. Their little fingers are so unmanageable that at first they will not be able to make straight lines, even with this help. For variety, little patterns may be given them, drawn on the blackboard or on paper similarly ruled, of picture-frames and patterns for carpets. When they can make squares well, they can be shown how to cross them with diagonals, and make circles inside of the squares and outside of them, and encouraged to draw on the other side of the slate from their own fancy or from objects. Entire sympathy, and no destructive criticism, should meet every effort. Self-confidence is the first requisite for success. If they think they have had success, it is indispensable that it should be echoed from without. Of course there will be poor perspective: even Schmidt's method of perspective can not be introduced to very young children. A natural talent for perspective sometimes shows itself, which by and by can be perfected by Schmidt's method.

But little children will not draw long at a time. Nice manipulation, which is important, can be taught, and the eye for form cultivated, by drawing for them birds, and letting them prick the lines. It will enchant them to have something pretty to carry home now and then. Perforated board can also be used to teach them the use of a needle and thread. They will like to make the outlines of ships and steamboats, birds, etc., which can be drawn for them with a lead pen-

cil on the board by the teachers. Weaving strips of colored cardboard into papers cut for them is another enchanting amusement, and can be made subservient to teaching them the harmony of colors. In the latter part of the season, when they have an accumulation of pricked birds, and have learned to draw them, they can be allowed colors to paint them in a rough manner. It is, perhaps, worth while to say that, in teaching children to draw on their slates, it is better for the teacher to draw at the moment on the blackboard than to give them patterns of birds, utensils, etc.; because then the children will see how to begin and proceed, and are not discouraged by the mechanical perfection of their model.

Drawing ought always rather to precede reading and writing, as the minute appreciation of forms is the proper preparation for these. But reading and writing may come into Kindergarten exercises at once, if reading is taught by the phonic method (which saves all perplexity to the child's brain,) and accompanied by printing on the slate. . . .

In going through this process, the children learn to print very nicely, and generally can do so sooner than they can read. It is a small matter afterwards to teach them to turn the print into script. They should be taught to write with the lead pencil before the pen, whose use need not come into the Kindergarten.

But we must not omit one of the most important exercises for children in the Kindergarten — that of block-building. Froebel has four gifts of blocks. Ronge's "Kindergarten Guide" has pages of royal octavo filled with engraved forms, that can be made by variously laying eight little cubes and sixteen little planes two inches long, one inch broad, and one-half an inch thick. Chairs, tables, stables, sofas, garden-seats, and innumerable forms of symmetry, make an immense resource for children, who should also be led to invent other forms and imitate other objects. So quick are the fancies of children, that the blocks will serve also as symbols of everything in Nature and imagination. We have seen an ingenious teacher assemble a class of children around her large table, to each of whom she had given the blocks. The first thing was to count them — a great process of arithmetic to most of them. Then she made something, and explained it. It was perhaps a light-house, and some blocks would represent rocks near it to be avoided, and ships sailing in the ocean; or perhaps it was a hen-coop, with chickens inside and a fox prowling about outside, and a boy who was going to catch the fox and save the fowls. Then she told

each child to make something, and when it was done hold up a hand. The first one she asked to explain, and then went round the class. If one began to speak before another had ended, she would hold up her finger and say "It is not your turn." In the course of the winter she taught, over these blocks, a great deal about the habits of animals. She studied natural history in order to be perfectly accurate in her symbolic representation of the habitation of each animal, and their enemies were also represented by blocks. The children imitated these, and when they drew upon their imaginations for facts, and made fantastic creations, she would say, "Those, I think, were fairy hens" (or whatever else); for it was her principle to accept everything, and thus tempt out their invention. The great value of this exercise is to get them into the habit of representing something they have thought by an outward symbol. The explanations they are always eager to give, teach them to express themselves in words. Full scope is given to invention, whether in the direction of possibilities or of the impossibilities in which children's imaginations revel — in either case the child being trained to the habit of embodiment of his thought.

Froebel thought it very desirable to have a garden where the children could cultivate flowers. He had one which he divided into lots for the several children, reserving a portion for his own share in which they could assist him. He thought it the happiest mode of calling their attention to the invisible God, whose power must be waited upon, after the conditions for growth are carefully arranged according to *laws* which they must observe. Where a garden is impossible, a flower-pot with a plant in it, for each child to take care of, would do very well.

But the best way to cultivate a sense of the presence of God is to draw the attention to the conscience, which is very active in children, and which seems to them (as we all can testify from our own remembrance) another than themselves, and yet themselves. We have heard a person say that in her childhood she was puzzled to know which was herself, the voice of her inclination or of her conscience, for they were palpably two; and what a joyous thing it was when she was first convinced that one was the Spirit of God, whom unlucky teaching had previously embodied in a form of terror on a distant judgment seat. Children are consecrated as soon as they get the spiritual idea, and it may be so presented that it shall make them happy as well as true. But the adult who enters into such conversation with a child must be careful not to shock and profane, instead of nurturing, the soul. It is

possible to avoid both discouraging and flattering views, and to give the most tender and elevating associations.

But children require not only an alternation of physical and mental amusements, but some instruction to be passively received. They delight in stories, and a wise teacher can make this subservient to the highest uses by reading beautiful creations of the imagination. Not only such household stories as "Sanford and Merton," Mrs. Farrar's "Robinson Crusoe," and Salzmann's "Elements of Morality," but symbolization like the heroes of Asgard, the legends of the Middle Ages, classic and chivalric tales, the legend of St. George, and "Pilgrim's Progress," can in the mouth of a skillful reader be made subservient to moral culture. The reading sessions should not exceed ten or fifteen minutes.

Anything of the nature of scientific teaching should be done by presenting *objects* for examination and investigation. Flowers, insects, shells, etc., are easily handled. The observations should be drawn out of the children, not made to them, except as corrections of their mistakes. Experiments with the prism, and in crystallization and transformation, are useful and desirable to awaken taste for the sciences of Nature. In short, the Kindergarten should give the beginnings of everything. "What is well begun is half done."—*Kindergarten Guide.*

WHAT AN ANCIENT COIN TEACHES.

BY ROBERT MORRIS, LL. D., SECRETARY TO THE AMERICAN HOLY LAND EXPLORATION.

I SELECT from (*selectoria numismatica*) the choicer specimens before me one belonging to the period of Marcus Aurelius Antoninus, successor of Antoninus Pius, Emperor of Rome. Aurelius, as we commonly call him "for short," was crowned A. D. 161, and died in 169, after an active and successful reign of eight years. Visitors to the Holy Land will recollect, when making their little excursion from Beyrout to the "Assyrian Inscriptions" seven miles north, that they found a passage, in square Roman letters, engraved upon a panel that was chiseled on the mountain side. The following is a literal copy of that inscription:

IMP CAES M AVRELIVS
ANTONINVS PIVS FELIX AVGVSTVS
PART MAX BRIT MAX GERM MAXIMVS
PONTIFEX MAXIMVS
MONTIBVS EMMINENTIBVS
LYCO FLVMINI CAESIS VIAM DELATAVIT
PER . . . . .
ANTONINIAM SVAM

Now, this is the "Antoniniam," the very same Marcus Aurelius whose face looks so benignantly towards our right, as we enter upon the pleasant task of making his numismatical acquaintance, and introducing him to the reader. It was he "Per . . . " (the man who chiseled that out probably belonged to some other legion of soldiers, jealous of the favors bestowed by the emperor upon the privileged body guard), who, passing down the old "Apostolical Highway" from Antioch to Tyre, about a hundred years after Saint Paul's time, found the turnpike of Rameses and Sennacherib at the mouth of Dog River (*Flumen Lycus* is simply Dog River, neither more nor less) in such a wretched condition that his Roman sense was shocked. He tarried his legions long enough in that sweet, green dell, to repair it. Or rather, instead of mending the ancient work, and so, perhaps, destroying the historical monuments existing there (some of them already eight hundred years old, some of them fifteen hundred), he, in the grander spirit of a Roman Emperor, whose people were admittedly the "Road-builders of the world," cut (*cæsis*) a new one under the overhanging cliffs (*montibus emminentibus*). This, I say, is the identical Aurelius whose coin in "large brass" I am about to describe. By "large brass" I mean a piece of money about the size of an American dollar, the metal being a composition of copper and tin, properly named bronze, though usually styled by numismatists, as also in the ancient Scriptures, "brass."

The occasion on which this piece of money was struck was one with which every student of Roman history is familiar. It seems that Aurelius carried on many wars: "like King David, "he was a man of war, and had shed blood." The majority of his campaigns against British and German barbarians were probably much such running skirmishes as General Custer maintains against the western Indians, under the government of *our* Aurelius; but occasionally even the legions of Rome met their match hunting down the aborigines. Upon one occasion, referred to in the coin now before us, while fighting the

Quadi, when the Roman soldiers were in very great danger from heat and thirst (a Latin writer says, *in maximum ex siti et calore periculum*), they were wonderfully — yea, divinely — saved. By copious rains they were freed from thirst; and, at a time when the enemy was pushing them, part of the army being in the water engaged in drinking (*bibendo*), "a tremendous hail and accumulated thunders" fell upon the foe, and the army was saved.

Now, one of the distinguishing excellencies of that humane and polite people, the Athenian Greeks, and of the Romans after them, was their gratitude to the divinities (as they understood Divinity) for great favors received. To build an altar, to erect a temple, to found (*sacra*) a system of worship (*memor gratiarum a Jove acceptarum*) as a memorial of the mercies received from God, was quite a matter of course to a pious Roman. In the present instance the sentiment of gratitude found its expression in a *coin*, the specimen we are now examining.

On the obverse, as the coin-students call it, meaning the part that we naturally turn first towards us, the head of the coin *ob verto* — appears the portrait of our hero, Marcus Aurelius Antoninus, who so narrowly escaped the darts of the Quadi. His head is crowned with the laurel, the insignia of triumph. The hair of the head and beard is short and curly, the former being tied by the conventional pigtail that our grandfathers wore, under the name of the "eelskin." His shoulders are covered with a corselet of mail. The expression of his physiognomy is benignant. Had he been a respectable farmer or mechanic, instead of a professional soldier, we should say, on inspection of this likeness, and those upon four other coins of the same emperor before us, that Marcus was a good neighbor, generous, one who paid his debts and went regularly to church of a Sunday. I know a score of men whom this picture would answer for, and they are all of that class. Perhaps I am prejudiced in his favor. I don't remember that any of *our* generals, in the late war against *our* Quadi, made public acknowledgment to *our* Jupiter while *bibendo* or anything else, much less struck *nummi*, *memor gratiarum*, etc., etc. I really don't recall one instance of the sort!

The epigraph is, with points inserted, M. ANTONINVS, AVG. TR. P. XXVII. Interpreting this freely, and filling out the abbreviations, we have: *M. Antoninus Augustus* (wielding the) *Tribunitian Power* (the) *XXVII* (time). The title *Augustus*, as everybody knows,

was simply an attribute of royalty. On coins with Greek inscriptions the word for Augustus is *Sebastos*.

On the reverse, or tail side of our coin (*reverto*, the turning back or turning over of the piece, after one has looked at the obverse), is a grand piece of allegory that demanded the best resources of the art of designing and engraving of the great Roman mint. In it is seen the triumph of Jupiter himself, depictured in the act of shaking his thunders upon the king of the Quadi, who has fallen half prostrate to the earth. The Thunderer stands in his *quadrigæ*, or chariot, drawn by four horses abreast, their tails flowing horizontally back, to indicate the rapidity of their movements, their four feet simultaneously raised high in air above the unhappy savage, who is about to be crushed under their hoofs. The position of this doomed wretch, overwhelmed at the same instant by the god and his coursers, is drawn with wonderful power. Doubtless the artist had seen a battlefield, and so has drawn the despairing look of the king, fallen on his left knee, his right leg thrown far back, his shield in his left hand still firmly gripped, but worthless as a defence against the double danger in the rear; his right hand raised as if to ward off the hoofs that impend nearest over his head. Beneath the lifelike group is this line: IMP. VII. COS. III., which is to be read *Emperor* (for the) *VII* (time); *Consul* (for the) *III* (time). These dates, with those on the other side of the coin, fix the exact year in which this incident occurred, or in which the coin was struck.

The emblem of the Horse figures very extensively upon ancient coins. In a quiescent attitude it was the coin-type of Panormus: bridled and gracefully stepping, it is seen on the money of Cumea, in Æolia: its head, by the side of a palm-tree, was a favorite type of Carthage, though they often preferred the head of the lion in the same association: having an ear of wheat on the reverse, the horse's head is seen on the obverse of the money of Colchester, England, as early as the time of Cæsar's invasion. Upon a fine coin of Livia the wife of Augustus appears the four-horse chariot driven by the Emperor himself, designating the solemn pomp of his fifth consulate, and bearing in his right hand an ivory sceptre of that office. We have also the *quadrigæ* on coins of L. Aurelius Verus, Aurelius Commodus, Septimius Severus, Antoninus Caracalla, and a host of others. The skill of Roman artists was exerted to the utmost to give life and variety to this group.

"DON'T TAKE IT AWAY!"

I know that the world has grown wiser
Since I was a child at my play;
But, builder, I beg you to listen,
Don't take the old school-house away!
It stands by the soft-flowing river,
Its low walls so brown to the view;
The wind frolics free past the rafters,
It's long years since first they were new.

The windows are broken and shattered,
A panel is lost from the door:
But standing here, thoughtful, beside it,
It never seemed dearer before.
Then, builder, here leave it to moulder,
And crumble to silent decay;
For the memories clustering 'round it,
Pray, builder, don't take it away!

Look in past the broken old panel.
There stands the same desk that was mine,
Defaced by the knife that I carried,
With carvings grotesque in design.
The nail, where my hat hung above it,
Is rusty and cankered, I see —
The plaster is fallen in patches,
The mice frolic over it free.

But there hangs the very same blackboard
Where first I essayed to compute,
And the platform, which all of us dreaded,
Has an eloquent claim to refute.
Out here were the forts, where in battle
The snow was each warrior's defence,
And we captured the flag of the traitor
Just over beyond that old fence.

And there was the arbor so shady:
The boys put each bough into place;
And often and often, while building,
I stole a swift glance at one face.
Ah! May, with your sunny brown tresses,
Your little chintz apron and gown,
'Twas hard 'neath the violets dewy
To lay our May violet down.

But slumber on still, for the springtime
Will pass from the blue of the sky,
And I pray that I rest but as softly
As thee in the sweet by-and-by.
Then build the new school-house, good workmen,
Bid childhood be joyous to-day;
But leave this worn relic of pleasure —
Don't take the old school-house away.

A TEACHER.

Mount Clemens, Michigan.

CONCERNING TREES.

BY PROFESSOR W. J. BEAL.

OUR ancestors, from New England to the Carolinas, found a country nearly covered with dense forests; so they were immediately obliged to cut away and destroy, as best they could, to afford more room for pastures and arable land. Many of the people of Michigan are from the Atlantic States. Our State was thickly wooded, on account of which it seemed necessary for the people to keep up the destructive habits early acquired in the East. The rapid destruction of timber in the older States has already been carried too far, and the people are beginning to realize that a dearth of timber is upon them. This will soon be true in some parts of our own State. The older States and the prairie States are making heavy inroads upon our forests.

At the present time, not a State in the Union has a surplus of trees, except, perhaps, Oregon, and parts of several others. For the best results in agriculture, every country requires a certain per cent of wood land, as well for the influence on climate and protection of crops, as for the great number of other uses to which timber is applied. Judging from estimates made in the old world, Michigan and the surrounding States need about thirty-five per cent. of their land in forests.

We can not enumerate the uses of wood. They are endless. Every industry, directly or indirectly, depends upon an abundance of wood. It is a great source of wealth to our nation, and can not be over-estimated. Palestine, Asia Minor, Greece, Italy, and Spain, have lost much of their fertility since deprived of so much of their forests.

Parts of Switzerland, France, Germany, Austria, and other countries, are more modern illustrations of the same kind.

Besides the value of trees for fuel, fences, buildings, tan-bark, and the infinite variety of mechanical contrivances, trees purify the air by absorbing its carbonic acid, which is noxious to animals. They return the oxygen suitable for breathing. They keep off malaria when planted in strips along swamps. Trees equalize the temperature, preventing extremes of cold in winter and heat in summer; also the extremes of each day in the year. People are nearly burned up on the Sahara desert during the daytime, and suffer from the cold during the night. Like a large, deep body of water bordering a continent or surrounding an island, trees give off heat in times of cold and absorb it when the weather is warm. Cut off the trees, and "the dryness of the ground will be increased; springs dried up; rivers cease to flow at some seasons of the year, and become great floods at others; the ground becomes frozen to a great depth; vegetation retarded in the spring, and the productiveness of the soil diminished." (*I. A. Lapham.*)

Trees are valuable ornaments. It might seem useless to say so; but there are men who can see no beauty in a tree, except for the cords of wood or the loads of lumber, or the hundreds of rails it will make. The lovely elm, with all its grace and beauty, well styled the queen of American trees, shades the border of a farmer's meadow, and is a nuisance. He cuts it down. Small groups or single specimens of young ashes and oaks are not allowed in the field, because he thinks it slovenly and because his sheep and cattle will lie under them when they had better be eating grass.

On account of the rapid waste of timber all over the older parts of Michigan, people are beginning to see, in a few instances, that it is time something was done to stay any unnecessary destruction. In most instances, men have cut without any regard to the wants of the future. They fell a tree for its bark or one log in its trunk, leaving the whole or a large part of the body to rot or burn on the ground. They cut what is handiest, easiest to split, or straightest, wherever it happens. They are careless about felling trees against others, which are often much injured by breaking off their limbs or pushing them over. Everyone who wishes, by common custom, is permitted (or takes the liberty without asking) to fell trees for bees or coons or wild grapes, or for other trivial matters. The best clear-stuff lumber has been used, made from thrifty trees, to make inferior barns, sheds, hou-

ses, and other structures, which were not protected by paint or other means. Men have cut and slashed without reason, "giving no quarter to the oak, and no peace to the pine."

Some people are beginning to think and talk about these matters. They are looking after the second growth a little, especially on land hardly suitable for cultivation. This is a healthy sentiment, and should be encouraged and stimulated in every possible way consistent with reason. Men, and especially children, should be educated in the subject of forestry. Even the most selfish will not be blind to their own interests when they are made to see that their growing trees are the most valuable part of their estate. The subject of this article may seem inappropriate for introduction into a magazine like the TEACHER, but my object is to get the teachers of Michigan to thinking about trees And, through the teachers, our children will learn of their beauty and great utility. Trees make useful and interesting object-lessons. How little some know of trees. A brilliant scholar — a graduate from a college of a neighboring State—told me he did not know more than half a dozen kinds of trees, and yet he had begun the study of medicine.

"Like the 'cloud no bigger than a man's hand, just rising from the sea,' an awakening interest begins to come in sight on this subject, which, as a question of political economy, will place the interests of cotton, wool, coal, iron; meat, and even grain, beneath its feet. The nation has slept because the gnawing of want has not awakened her." (*Department of Agriculture*, page 219, 1865.)

State Agricultural College, Lansing, May 23, 1872.

EDUCATIONAL MISCELLANY.

THE higher education must begin in the cradle, which will teach a boy to despise money and the good it commands; to find, in coming close to Nature's face and reading there the messages which age after age has left, clues to the yet unread secrets of creation or death, a nobler use for life than in the rise of muslins or the fall of pork, or even in buying a house with modern conveniences for himself and family. Money-getting and the strife for social rank are in no country in the world so absorbing and universal a passion as here. There are signs of a hopeful change, it is true — a growing taste for

and delight in beautiful or curious objects. We buy pictures and found museums; but the men who sacrifice their lives and all pecuniary advantage to science or art among us are rare. No Mullers or Humboldts, as yet, have been born in the United States. But before long, we believe, clear-sighted men will covet for their children studies and careers which remove them out of the groove of ordinary ambitions and the chicanery of trade. A man brought daily face to face with the beautiful shapes or the awful mysteries of Nature, grows insensibly unworldly, single-minded, noble in his relations to other men. Searching for infinite truth, the vulgar tricks of money-making seem as far off to him as the washed debris on the beach to Agassiz in his deep-sea soundings.—*N. Y. Tribune.*

— AT school a boy's (or girl's) business is not simply or mainly to gain knowledge, but to learn how to gain it. If he learns his own place in the world and, in a practical fashion, his duty towards other boys and to his superiors as well as to his inferiors; if he acquires the apparatus for obtaining and storing knowledge, and some judgment as to what kind of knowledge is worth obtaining, his time at school has not been misspent, even if he carries away a very scanty store of actual facts in history, or literature, or physical science. If, in his schoolboy days, you cram his head with such facts beyond what are merely elementary, you are very apt to addle his brains and make a little prig o pedant of him, incapable, from self-conceit, of a much further progress afterwards. *A "diluted omniscience" unnecessary.—Frere.*

— No book is worth anything which is not worth *much*. Nor is it serviceable until it has been read and re-read, and loved, and loved again, and marked, so that you can refer to the passages you want in it, as a soldier can seize the weapon he needs in an armory, or a housewife bring the spice she needs from her store. Bread of flour is good, but there is bread sweet as honey, if we would eat it, in a good book; and the family must be poor indeed which, once in their lives, for such multipliable barley-loaves, pay their baker's bill. We call ourselves a rich nation, and we are filthy and foolish enough to thumb each other's books out of circulating libraries!—*Ruskin.*

— THE first use of education is to enable us to consult with the wisest and greatest of men on all points of earnest difficulties; and to use books rightly is to go to them for help, and to receive from them the united sentence of the judges and councils of all time against our solitary and unstable opinion.—*Ibid.*

— THE newspaper is the great educator of the Nineteenth Century. There is no force compared with it. It is book, pulpit, platform, forum — all in one. And there is no interest — religious, literary, commercial, scientific, agricultural, and mechanical — that is not within its grasp. All our churches, and schools, and colleges, and asylums, and art-galleries, feel the quaking of the printing-press.— *Talmadge.*

— THE true difference between good and bad education lies not in the greater or less acquirement of facts, the furnishing of the memory, not even in the sharpening of the mind to use, to re-combine, to imagine out of given materials; but in the greater or less vivifying power, the arousing of true interest, the application of right methods to new fields of thought and discovery.—*Kitchin.*

— THERE is but one good, which is knowledge; and but one evil, which is ignorance.—*Socrates.*

A LADY, applicant for a place as teacher in the Muskegon schools, writes that she is now engaged in "teeching." An exchange says that she probably means teething.....A State Superintendent of Schools, in a recent address at a high-school examination, said: "Now, young people, lay aside all feelings of embarrassment, and try to restrain, as far as possible, that diffidence almost necessarily arising from your knowledge of the fact that the great eye of the State, in my person, is looking upon you."..... Greenleaf, the mathematician, was an eccentric man. He once put a basket on his head, and asked several boys, one after another, "Are you fond of fractions?" All said no, fearing a difficult problem, except one, before whom Mr. G. set down the basket, disclosing a number of apples, nicely halved or quartered, with the remark, "You may divide those fractions."..... A collegian, being examined in Locke's philosophy, where he speaks of our relations to the Deity, was asked, "What relations do we most neglect?" and answered, with the utmost simplicity, "Poor relations, sir!"..... A shrewd chap, who had just begun to study Latin, astonished his master by this translation: "*Vir*, a man; *gin*, a trap; *virgin*, a man-trap."....." In the absence of a globe, how do you illustrate the shape of the earth to your pupils?" asked an examining committee of a candidate. "I shows 'em my head," was the reply.....O Charley, I expect to graduate at next commencement." "Graduate! What will you graduate in?" "Why, in white tulle."..... Measles, like mackerel, run in schools, and have to be caught before they are had.

Hints for the School-room.

KINDERGARTEN METHODS.

TEACHERS in district schools and primary departments of graded schools may profitably spend some part of the vacation in a careful study of the articles on the Kindergarten, especially that which appears in this number, and inquiring what there is in their ideas and methods that can be adapted to school use. The principle mainly underlying the Kindergarten — the combination of amusement with instruction — has been gaining ground in the primary schools for years, and has embodied itself in the various kinds of "object lessons" and apparatus that have been devised for the first steps in systematic instruction. It would seem that much more might be done in this direction by accepting the suggestions of the Kindergarten. Most of the "gifts," as the several parts of the Kindergarten apparatus are called, are excellently fitted to interest young children at their seats or in class exercises, and may be used without disturbance in the most orderly school. We should esteem certain of these invaluable for the instructive entertainment of that large class of pupils in the country schools who have little to do in the way of recitation, and are provided with nothing whatever to study or otherwise engage them. They must either get into mischief or sit still and grow stupid. Will not our child-loving teachers see what can be done for them on something like the Kindergarten plan?

Superintendent Mudge, of Clinton county, politely responds to our request for a list of the test-words in spelling mainly used in his spring examinations. It may be useful to other Superintendents, and is a good list for the higher classes and for spelling-schools:

Indictable, separate, reminiscence, aqueduct, coerce, mischievous, insincere, unanimous, cholagogue, chandelier, hypothenuse, cylinder debauchee, enwrapped, vaccinate, microscope, judgment, acquiescence, gauge, victuals, abscess, millennium, caterpillar, leaguer, abhorrence apostasy, dyeing, besiege, chopped, sirloin.

AN IMPORTANT QUESTION.

A teacher at Lamont inquires: "How shall we (the lower order of teachers) convince the Trustees of our schools that it is necessary to change the text-books of a dozen years' standing in the schools for books of the times?"

It is impossible to give a rule for *convincing* this often intractable class of our public officers, but we give some suggestions for attempting to do so. Refer them to the strides of progress in the implements and methods of their own vocation, especially to the improvement in agricultural and other special journals and books. Show that science, as well as art, has made immense advances, and that many branches of it can not be learned correctly from the old books. Take a new book and an old one (geographies are the simplest and best), and indicate as strongly as possible the distinctions in favor of the former. Bring to bear as many examples as you have in hand of the superiority of modern books in excellence of arrangement and method, beauty of illustration, clearness of typography, strength of paper and binding, and relative cheapness. Remark the low prices at which books can be procured for introduction. Finally, make a strong point of the section (57th) of the Primary School Law directing the Board to prescribe the text-books to be used in the school, and urge the making of a list, if not already made — or the revision of it, if made — as a good opportunity for the adoption of new books.

CULTIVATING THE MEMORY.

Various devices have been resorted to for the purpose of aiding the memory, and there is no doubt that it can be much improved; but for children, earnestness and attention are better than any system of mnemonics that was ever invented. One seldom forgets that which interests him deeply. No boy over forgot an engagement to go fishing, or a little girl to spend an afternoon with a friend. If we could only manage to get up as much enthusiasm over an arithmetic or geography lesson as we do over a picnic, how well we should remember the rules and the places, and what famous arithmeticians and geographers we should become! If we could only contrive to be as earnest in overcoming our faults as we are in a game or a story, how seldom should we forget to be kind, careful, obedient, unselfish! So, though we may never be able to repeat a speech word for word, after hearing it once, or call over a thousand names in their order without mistake, still we

shall manage to get through the world very well if we only improve and take good care of the memories that we already have.—*Selected.*

POLITENESS IN SCHOOL.

It will always bring a rich reward of respect to be polite to your pupils. Children relish and appreciate an "if you please" and a "thank you," and it adds to their self-respect, without which there is no true worth. Give your example to your precepts. Children can detect sham as well as grown people, and will often notice inconsistencies in walk and conversation that older people might pass unobserved. The successful teacher will have few rules, and respect them himself. The best is one that children can easily understand, viz.: "Do right." Explain what is right on different points, and impress on the children's minds that God always sees them, though the teacher may not. Talk to them often about their accountability for the gift of intellect, and you will be surprised at the display of conscientiousness! Encourage their little confessions at each evening's report, and you will see more bright faces than if truth were sacrificed, and the children sent home with ill-gotten rewards. Good government is the mainspring to success.—*Iowa School Journal.*

FOR PRIMARY TEACHERS.—Long lessons are an injury to the prosperity of all primary schools. It has been satisfactorily proven that the attention of young children can not be profitably given to any one exercise longer than fifteen or twenty minutes. The interest flags at a longer period, and the good effect of the lesson is lost, while the teacher, having expended unusual energy in trying to keep up their attention, is disheartened at their indifference. Teach the children how to observe. Do not cruelly sentence them to keep their eyes constantly upon their books. Abstract thoughts will not present themselves when the mind is closely occupied by figures before the eyes. Let the lessons be considered only catchwords, from which the pupils may look around, enlarge their ideas, and draw the most natural and sensible conclusions.—*Ibid.*

GEOGRAPHICAL NOTE.—A writer in the *Illinois Teacher* says that what is laid down on the maps as the Gulf of Lyons should be called the Gulf of *Lions*, according to modern orthography, as it was originally named from its rough, tempestuous character.

Current Topics.

OUT of the State Normal School itself, and in an address to one of its own societies, has come its sharpest criticism. Professor Bengel, a German, educated in the land of normal schools, and thoroughly acquainted with their character and aims, recently undertook, in a lecture before the Zealot Society, a pretty close review of our institution, and submitted a plan for its reorganization. As his address fell like a bombshell, and constitutes by far the most exciting educational topic current just now, we give a leading place to his points and suggestions, without the slightest sympathy with any personal or professional hostility he may have to the school. It is the only college of the kind in the State. We believe in it, have always advised attendance upon it, and have most cordial desires for its success. None the less, therefore, do we welcome such criticism as may open the eyes of its faculty to its defects, turn public attention to its importance in our system of public instruction, and, above all, make manifest the necessity for more and better normal schools in the State. We use the synopsis of the lecture reported to the Detroit *Daily Post*.

After some general considerations upon the importance of professional education, and pointing to the Normal School at Ypsilanti as an institution the exclusive purpose of which, according to the law establishing it, "shall be the instruction of persons, both male and female, in the art of teaching," Prof. Bengel inquires:

"But why is it that there exists among the friends of education throughout the whole State such a great and increasing dissatisfaction with our schools and their teachers? Why are 94 per cent of the teachers without any professional training whatever? Why is it that of late so many attacks have been made upon our State Normal School? It is because the money so liberally given by the people for educational purposes has not always been wisely expended. It is because our State Normal School, as an institution for the education of teachers, has not thus far answered the purpose for which it was established. The school has not returned to the State, for her great outlay, professionally educated teachers — certainly not in such numbers as may be considered a reasonable quota of the 11,274 teachers in the State. The people have thus far paid the incredible sum of from $4,000 to $4,500 for every academic graduate who is as yet serving those who have educated him. But this squandering of public funds is, after all, the smallest error committed. It is infinitely worse to allow in the meantime 94 per cent of our teachers, without special training, to enter our schools, thus weakening the very foundations of our government, instead of strengthening them."

He then goes into the discussion of the following questions:

1. Has our State Normal School furnished a sufficient amount of academic instruction to our pupils?
2. Has it furnished, above all things, enough professional instruction?
3. Has the Normal School returned such a number of teachers to the State as the heavy expenses of the latter would lead us to expect?
4. If not, what are the causes of such a deficiency?

He answers the first two questions by the statements —

"That the Normal School is doing a great deal too much academic work, and that in consequence of it the important professional work, 'the how shall we teach?' is almost wholly crowded out. In consequence of predominant academic instruction, a great many pupils crowd the halls of the Normal simply to get an academic education, never intending to teach. Many others come simply to study Latin and Greek, and prepare themselves for the University, to become doctors and lawyers. But the necessity, once undoubtedly existing, of teaching spelling, penmanship, geography, grammar, natural philosophy, geometry, arithmetic, ancient and modern languages, etc., no longer exists, as every city and large village in the State has a union school, in which these branches are as well taught as in our best normal schools. Let the latter do its legitimate work, which is to teach the theory and practice of teaching."

There is a very general belief among our educators that these positions are well taken. In answer to the third question:

"The last year's graduating class consisted of but seven students — six ladies and one gentleman. The latter, however, never intended to teach. Of those six ladies, one is already out of the State; another, on account of ill health, does not teach. Thus the State has paid for the four remaining ladies the sum of $21,000, which is the annual expense of the school. These four ladies may be married in the course of a few months, and in this case the State would have absolutely nothing. The case is far worse if we examine the number of former graduates that are as yet in the field of labor in the schools of our State. According to a history of normal graduates, there were, between the years 1854 and 1864, inclusive, 147 students graduated. This, for such a long period, is of itself a small number. But how many, do you suppose, are yet serving the people who have educated them? Only the astonishingly small number of twenty-three. All the rest of the graduates have either never taught at all, or have become doctors, lawyers, merchants, farmers, photographers, life insurance agents, or are out of the State in various other occupations. And the lady graduates are nearly all married, and have left the profession."

He gives credit to the Normal "High School" for supplying five per cent of a class of teachers otherwise supplied by the union schools, and acknowledges that this year's graduating class is much larger than usual, but "only greater by reason of the academic and undergraduates having graduated together." We do not find a direct answer to the fourth question in the report. The Professor's plan of reorganization is briefly as follows:

"Let the State University continue to furnish the academic teachers, as it has done for the past, and then let the teachers of our primary, intermediate and grammar schools receive their academic knowledge, at less expense to them, in the academic departments of the union schools in their very homes or vicinity. After this, let all come for one year more to the Normal, for strictly professional training."

The unexpected length at which we have quoted has left us no room for the discussion of these matters. Should any effective reply to the Professor's remarkable address appear, we shall endeavor to give place to it. Meanwhile we beg leave to assure the students of the Normal School that these vital questions can not be concluded by personal insults and demonstrations of bad manners that would better befit a congregation of blackguards than of young ladies and gentlemen in pursuit of a liberal — *i. e.*, a liberalizing — education, nor by the passage of resolutions expressing "confidence" in Principal Estabrook. The field is a free one, wherein he who will may break a lance. It is a time, not for unseemly exhibitions, but for dispassionate argument; not for resolutions, but for statements of fact.

THE College Commencements of the year have mostly occurred. An absence of several weeks at the West, followed by necessary engrossment in business, has prevented our attendance upon any of them. So far as we may judge by the published reports, they have passed off with usual enthusiasm and scholarly interest, and in some cases with the graduation of larger classes than ever before. The annual advent of so many cultured young people upon the world of business and society, which most of them enter at once, can never be regarded with indifference. It is one of the most potent and suggestive facts of our current affairs. And we fervently trust that their own best ambitions, and the hopes of their friends and of the public or the denominations that have contributed so largely for their education, may be realized in a rich return of benefits to the commonwealth and of blessings to themselves through long and useful lives.

VACATION comes, with its blessed weeks of rest, long looked for, especially by the drooping, the heart-weary and head-weary; its emptiness — isn't that the primary idea of *vacation*? — of tasks and the sense of responsibility to School Board or public, and its fullness of leisure and rational enjoyment; its wooings away to cooler and brighter scenes, the breath of mountains or the sea, to the homes of friends that watch and wait for the dear ones; with its glad opportunities for favorite studies and readings, or the opening of new veins of thought. Happy the teacher's hard-worked life, in that it has these from year to year! And pity the toil-worn and the burdened who have *no* vacation!

A WAVE of temperance reform is sweeping over the North, whose gentler movements, we hope, will be felt in the schools. In most parts of the country, and eminently so in Michigan, the political and legal forces are powerless in this reform; and its best hope is in the influences of education. A great deal of quiet but efficient work can be done by our Sunday-school and day-school workers, which shall go far to redeem us from our greatest curse.

IT is authoritatively announced that no summer meeting of the State Association of Teachers will be held this year.

Literary Matters.

THE WORLD IN THE STEREOSCOPE. Written and compiled to accompany sets of Stereoscopic Illustrations, for the use of schools. 8vo; pp. 417. New York: *Hart & Anderson.* 1872.

This book occupies a new field, and is comprehensive enough for a beginning. It includes one hundred and forty-eight descriptive sketches, mostly selected, of famous mountains, glaciers, volcanoes, valleys, plains and deserts, rivers, waterfalls, springs and lakes, with cities, palaces, castles and forts, temples and churches, monuments, etc., prefaced by an interesting history and explanation of the stereoscope and photograph. The descriptions are brought down to include the Great Chicago Fire. They are very well selected, and offer entertaining and instructive reading for the home or school. Their special purpose is to furnish reading classes with illustrative text for a series of stereoscopic views, which are to be consulted as the readers advance. The idea is capital, and gives us hope of a day when school reading shall be regarded as something more than the utterance of words, and be taught for its best ends. This volume and the accompanying apparatus are excellently adapted to their purpose, and should be widely used.

FIRST LESSONS IN OUR COUNTRY'S HISTORY. By WILLIAM SWINTON, A. M. Small 4to; pp. 199. New York and Chicago: *Ivison, Blakeman, Taylor & Company.* 1872.

A CONDENSED SCHOOL HISTORY OF THE UNITED STATES. Same author and publishers. 16mo; pp. 326. 1871.

Mr. Swinton's conspicuous work as a journalist and historian of the war has doubtless contributed to the brilliant success of the text-books which appear in rapid order from his pen. Nevertheless, his Primary Histories have a solid basis for their otherwise phenomenal popularity. They are constructed upon a principle too often forgotten by elementary writers — that of historical perspective. The leading facts are carefully selected and presented in a simple, perspicuous style, with such occasional reflections as are fitted to the comprehension of the child. We notice some extravagance of statement now and then, as in speaking of Columbus as "the boldest sailor that ever trod a deck," and: "To try to civilize him [the Indian] was but to destroy his native virtues, and to give him no others in their stead." But his statements of fact are generally calm, and may be safely taught *ipsissimis verbis*. The illustrative engraving is superb in its clearness and correctness, and much of it is not to be found in any other text-book. Proper names are set out in conspicuous type, well adapted to fix them in the mind. Questions have been retained, we suppose, from the presumed necessity of the case.

WHAT TO DO, AND WHY; AND HOW TO EDUCATE EACH MAN FOR HIS PROPER WORK. By NELSON SIZER. 12mo; pp. 384. New York: *Mason, Baker & Co.*; Chicago: *Jansen, McClurg & Co.* 1872.

Mr. Sizer also breaks up new ground. He has been, we believe, one of the phrenological examiners in the establishment of Fowler & Wells (now S. R. Wells), New York; and this occupation has given him a large acquaintance and considerable experience of human nature, which he has used to good advantage in this rather ambitious volume. It is written, of course, from the stand-point of Phrenology, and we observe in it the usual faults of writers of his class in style and reasoning. One need not accept his pet theories, however, to find much that is suggestive and valuable in his book. It treats mainly of seventy-five trades and professions, and the talents and temperament requisite for each. Our readers will be specially interested in the section on Teachers and Teaching, and (some of them, perhaps) in a paragraph on "the true way to whip."

THE SIXTH READER. By LEWIS B. MONROE. Crown 8vo; pp. 466. Philadelphia: *Cowperthwait & Company*. 1872.

With this a series is closed which is fortunate in having for its author an experienced teacher, who has made vocal culture, elocution, and reading his specialties at institutes and in normal schools for more than twelve years. As a mere collection of excerpts, it is a most interesting volume, representing a host of authors, from Cicero and Shakespeare down (in more than one sense) to Bret Harte and "Joaquin Miller." An excellent and thoroughly original treatise on Practical Elocution is prefixed. Several full-page engravings are introduced with good effect. The publisher's work is worthy of all praise.

FIRST LESSONS IN NATURAL PHILOSOPHY FOR BEGINNERS. By JOSEPH C. MARTINDALE, M. D. Philadelphia: *Eldredge & Brother*. 1872.

This title is certainly tautological, but no such defect taints the contents. Dr. Martindale has produced a very excellent little text-book, treating of such everyday matters as astronomy, light, heat, air, water, sound, matter, attraction, motion, mechanical powers, and electricity. The old style of questions and answers is adopted, and, if used by a teacher who explains freely, will do no harm. A number of small, but neat and sufficient engravings, illustrate the book.

PRIMARY ARITHMETIC. By SHELTON P. SANFORD, A. M. Philadelphia: *J. B. Lippincott & Company*. 1872.

We are not much encouraged to expect anything remarkable in this new venture upon finding, as the first statement of the preface: "This little book is meant for young children," and the following as the initial proposition of the text: "Article 1. We now commence the study of Arithmetic." The author has not diverged greatly from the beaten track, and his work is not much different from older text-books of the kind, except in the greater frequency and beauty of the illustrations.

MINOR NOTICES.

Lee & Shepard, Boston, send us a specimen of their series of monthly publications entitled *Half-Hour Recreations in Popular Science.* It is handsomely executed on tinted paper, and filled with interesting statements concerning late discoveries in spectrum analysis. Dr. Winchell, of our University, will prepare one number of the series, upon the Geology of the Sun. Five issues have already been made. Price 25 cents a number; $2,50 per year.....Wilson, Hinkle & Co., Cincinnati, have just published the *Eclectic Primary Copy-Book*, for use in the second year of school life. It is the neatest little book of the kind we have seen, and we shall use it in our own home instruction. Two other new books from this firm await notice — McGuffey's *New Juvenile Speaker*, and Henkle's *Test Spelling-book*, for advanced classes. They have just published Thalheimer's *Ancient History*.....Several other books are on our table for review. Our friends will please be patient.....Professor Jones, of the State University, has prepared a manual of *Exercises in Greek Prose Composition*, reported by readers of the proof-sheets to be "a thorough and masterly work." The *Chronicle* says: "This book will take the place of Arnold's in the preparatory schools." It is announced for publication during this month, by S. C. Griggs & Co.....We neglected, at the time Prof. Winchell's article in our University series was published, to accompany it with a cordial commendation of his *Sketches of Creation*. It is one of our most highly prized volumes, and was read with absorbed interest. No teacher of a preparatory school, or pupil getting ready for the University, should be without it.....Prof. Wood, who occupies the chair of Civil Engineering at the University, is writing a work on *Bridges and Roofs*.....The *School Festival* is the most unique journal on our exchange list, and we doubt whether there is another of the kind in the world. It is wholly devoted to new dialogues and other exercises for Sunday-school and day-school exhibitions and public days. Everything in it is fresh, vigorous, entertaining, and instructive, and it ought to have a large circulation. Price 75 cents a year; with the TEACHER for a year, $1.60.....The educational journals of the country have vastly improved within a year or two, and now engage a large number of editors and other writers of superior ability. The *American Journal of Education*, by sheer brain-force, has built up a circulation of ten thousand copies. The *University Monthly*, New York, has made favorable changes in the quality of its matter and the beauty of its typography, and is furnished at the low rate of $1 per year. The *Massachusetts Teacher*, *Connecticut School Journal*, *Kansas Journal of Education*, and others have made good progress in form and contents. A new monthly, called the *Nebraska Teacher*, and to be edited by State Superintendent McKenzie and Prof. C. B. Palmer, will shortly appear at Beatrice, Neb.....The *Schoolday Visitor Magazine* has swallowed up the *Young People's Helper* and the *Youth's Temperance Visitor*, and is now one of the best children's papers alive.....The noble list of hygienic journals is augmented by the addition of a worthy competitor, the *Science of Health*, published by S. R. Wells, 389 Broadway, New York, at $1.50 a year.

Educational Intelligence.

MICHIGAN.

THE COLLEGE COMMENCEMENTS.—University Commencement June 26th. Bachelors of Arts, 57; of Science, 12; of Philosophy, 6; Civil Engineers, 11; Mining Engineer, 1; Pharmaceutical Chemists, 5; Masters of Science, 8; Masters of Arts, 9; Doctors of Medicine, 8; Doctor of Laws—B. J. Lossing, the historian. Alumni oration by Prof. Cocker; poem by Prof. Walter. President elect of the Alumni—Wm. A. Moore.....Commencement at the Normal School June 19th. Graduates of the Classical Course, 11; Latin and French Course, 2; Modern Language Course, 10: Advanced English Course, 12; Shorter English Course, 14. Addresses before the Zealots by President Abbott, and the Independent Lyceum by Prof. Griffith. Prof. Goodison was re-elected President of the Alumni.....Kalamazoo College Commencement same day. Four graduates. Address to the literary societies by Dr. J. M. Gregory.....Adrian College, 18th. Eight graduates.....Olivet College, same day. Eight graduates.....Hillsdale College, 20th. Twenty-five graduates.....Albion College, 27th. Seven graduates.....Detroit Female Seminary (Prof. Sill's), 20th. Fifteen graduates.....Michigan Female Seminary, Kalamazoo, 27th. Ten graduates.....Monroe Young Ladies' Seminary, 20th. Four graduates.

THE HIGH SCHOOLS.—We have only partial reports from the graduating exercises of the high schools. The Ann Arbor High School graduated 56, of whom 32 will enter the University, without examination. Detroit graduated 29; Flint 8, 7 of whom go to the University on their diplomas; Kalamazoo 18, Battle Creek 18, Niles 9, and Lansing 5. Graduating classes were addressed at Detroit by C. K. Backus, President of the Board of Education, and others; at Paw Paw by Supt. Fraser, of Kalamazoo; and at Niles by H. A. Ford.

PERSONAL.—The Rev. H. L. Wayland, D. D., late President of Franklin College, Ind., has accepted the editorship of the *National Baptist*, at Philadelphia. Its readers and the denomination at large are to be congratulated upon the enlistment of his vigorous and trenchant, yet graceful, pen in their special service.....Pres. Morrison, of Olivet College, has resigned, and his resignation has been accepted. Charles P. Chase, A. M., of Dartmouth, has been appointed Professor of Mathematics at Olivet.....Harry B. Hutchins, of Ann Arbor, has been appointed to assist Profs. Tyler and Adams in their

respective departments at the University.....Dr. Hunks, of New York, has been elected President of Adrian College.....Prof. S. R. Winchell. Principal of the Ann Arbor High School, has resigned.....Prof. Z. Truesdel has been re-engaged at Flint, and will devote most of the vacation to arranging the details of the new high-school building.....Prof. E. A. Strong, late of the Normal School at Oswego, N. Y., returns to Grand Rapids for the sake of his wife's health, and becomes Principal of the High School. He is also to have general supervision of the natural science teaching in the Grammar Schools, and to receive a salary of $2,500. Mr. S. will be cordially welcomed back to Michigan.....Miss Sarah C. Sterling has resigned her place in the Mishawaka (Ind.) schools, and is at her home in Three Rivers, principally engaged in writing for educational magazines.....Prof. Hannel, of Albion, spends the next year in Germany, in the study of natural science.....Prof. Harrower has closed his work as Principal of the Paw Paw Union, and entered the service of Ivison, Blakeman, Taylor & Co. He was presented with a fine gold watch upon leaving the school. Mr. A. A. Earl, his late assistant, succeeds to his place.....Prof. Charles D. Hine has been re-engaged at Saginaw City, and Prof. Gass at Jackson (east side schools) — both with increased salaries. .....Prof. McIntire resigns at Eaton Rapids. He has done remarkably good work there, and leaves the school in excellent condition.....Rev. and Supt. Isaac Swift has closed his labors in Midland county for the present, and gone to New York. Milton W. Ellsworth has been appointed Superintendent in his stead .....Mr. W. P. Sutton, late of the Watervliet Union, has become a reporter for the New York *Daily Times*, at a liberal salary.....Mr. D. W. C. Mathews goes from the Dearborn to the Plymouth Union for the next year. .....Prof. E. M. Avery remains another year at East Cleveland, Ohio, at a salary of $1,900, and Mrs. Avery is re-engaged as Principal of the High School, also with increased salary.....Prof. Thos. N. Wells, formerly of the Monroe Union, has closed a highly successful year in charge of the schools at Lebanon, O.....Miss Noble, a teacher near Pinckney, Livingston county, died very suddenly on the 7th ult., of heart disease.

MISCELLANEOUS.—The following decision of the State Superintendent is published in *The School*: "The question whether any other language than the English may be taught in the public schools, arises from a misunderstanding of Section 4 of Article XIII of the State Constitution which requires that all instruction in the public schools be given in the English language. I understand the requirements of the Section to be that the instruction in the various branches of study—those branches usually taught in the district school—should "be *conducted* in the English language." I do not understand that the provisions of this Section prohibit the *teaching* of another language, if it be desired, and time can be given to such teaching. Instruction in other languages should not, however, be given to the detriment of the English. It must be remembered that the law provides for thorough instruction in the common English studies, and these must be provided for be-

fore arrangements are made for the higher branches or for other languages." .....Uniformity of text-books has been agreed upon in Branch county, and a good list selected. Van Buren county is also moving in the same direction, and a committee is at work upon a list.....Supt. Mudge, of Clinton county, will spend a part of August in holding school celebrations, of which spelling matches will be a prominent feature. A contribution taken at each celebration will be divided among the spellers, one-half to the best, one-third to the second best, and one-sixth to the third.....Supt. Stearns, of Lenawee, continues to publish interesting critical reports of the schools of his county.....A correspondent from Kalamazoo to a Detroit paper notes as "quite an extraordinary fact in country schools" that Miss Hughes is teaching her eighth term in Prairie Ronde. Supt. Hall, of that county, examined 187 candidates during the spring examinations, and granted 134 third-grade certificates, 16 second-grade, and *two* first-grade.....Dowagiac has struck ancient and modern languages out of its high-school course, to the intense indignation of many of the patrons.....The first Reunion of the pupils of the old Michigan Female College was held at Lansing on the 20th ult., with entire success..... "Dramatic entertainments" were given on two evenings of last month, by the teachers and pupils of the Constantine Union. Receipts about $150, to be expended for philosophical apparatus. A correspondent says: "Our school has never been in a more prosperous condition than at the present time."......The contract for a new primary and intermediate school-house at Marshall has been let for $12,000. It will be situated in the court-house yard.....The new school-house at Cedar Springs will be, it is said, the finest in Kent county, outside of Grand Rapids.....The Catholics are about to build a new school-house in Flint.....Okemos, Ingham county, has finally decided to build a $3,000 school-house.....The new Hoyt street school-house in East Saginaw, valued at $18,000, was burned on the 17th ult. — by an incendiary, it is supposed.....A recent offer, by a member of the Congregational society at Port Huron, to duplicate any contribution for Olivet College short of $500, resulted in raising $516.50, including his donation.

OTHER STATES.

The next meeting of the National Educational Association will be held in Boston, Massachusetts, on the 6th, 7th, and 8th days of August. The scope of the association, and the character of the exercises of this meeting, can best be gained from the full programme, a copy of which is before us, but its length forbids its insertion in our pages. The Convention is divided into the four departments of Elementary, Normal, and Higher Instruction, and that of School Superintendence, and will meet in sections on the afternoon of each day. Each department is under the direction of its own officers, and discusses questions pertaining to its own special work. During the forenoons and evenings the exercises will be conducted in general session. The programme embraces subjects of great educational interest and importance, and upon it we notice the names of leading educators from all parts of the country from

Maine to California and from Minnesota to Alabama. In point of importance to the best interests of the whole country, we doubt if any of our national convocations equal this; certainly none exceed it. We wish that every educational officer and teacher in the great centre of the country could attend and receive the good influences of this meeting. Tickets to the Convention, from Chicago and return, can be had for $32. Address Prof. J. L. Pickard, Chicago.....A resolution offered in the late International Convention of the Y. M. C. A., pledging the associations to resist to the utmost all attempts to exclude the Bible from the public schools, gave rise to a very excited discussion, and the resolution did not prevail.....The report of the American Education Society shows an expenditure of $30,000 during the year, in aiding 361 young men to obtain education for the ministry.....The authorities of Howard University, at Washington, are making arrangements for a National Teachers' Institute," to be held at the University from July 1st to Aug. 2d. .....At the late Commencement at Harvard University, the degree of LL. D. was conferred upon President Grant, Gov. Washburn, of Massachusetts, and James Martineau, the celebrated English author.....The Ohio State Teachers' Association held its summer meeting at Put-in Bay during the first week of this month. There was a very large attendance, including a number of educators from Michigan.....Cincinnati has drawing taught in all its public schools.

FOREIGN.

CANADA.—The Minister of Public Instruction for the Province of Quebec reports 3,901 common schools, academies, and colleges, employing about five thousand teachers, and containing 218,658 pupils.

ECUADOR.—A new college has just been opened in Quito, schools have been established in various localities, and the people are anxious for progress.

ENGLAND.—The friends of the working classes have projected an institution on the most extensive scale for the scientific education of artisans. It embraces the building of ample lecture-rooms, laboratories, art and science museums, and anything else needed.....Oxford University celebrates its thousandth anniversary this year. It has over $1,000,000 annual income, but is so hampered by regulations that only rich men's sons can get an education there.

GERMANY.—A congress of Prussian teachers has lately been held in Berlin, and a national society organized. In answer to a deputation, Dr. Falk, the Prussian Minister of Instruction, stated his intention of offering to Parliament a number of new educational laws, and expressed a wish that teachers should hereafter be more independent.....During a recent year 997 educational works were published in Germany, out of a total of 10,108 publications of all kinds.

SWITZERLAND.—A teachers' convention is to be held in Geneva July 27 to Aug. 5, with an exposition of educational apparatus, furniture, etc.

THE MICHIGAN TEACHER.

Volume VII. . . . . NILES, AUGUST, 1872. . . . . Number 8.

VACATIONS FOR TEACHERS AND PUPILS.

BY DUANE DOTY.

AMONG the meanings of the word vacation we have "freedom from interruption; leisure;" "a being free from a duty, service, etc.;" "intermission of a stated employment; rest;" "the intermission of the regular studies and exercises of a school, when the students and teachers have a recess." It is in this latter sense that students use the word. In nearly all the colleges, and in the graded schools of cities, the regular school work does not exceed forty weeks of the year, and, as a rule, Saturdays are set apart as days of vacation. In Boston the schools remain in session forty-two weeks in the year, and pupils and teachers are allowed half of every Wednesday and Saturday, instead of the whole of Saturday. At the close of the autumn and winter terms, a vacation of a week or two is generally allowed. In several cities the first week in May is set apart for the spring vacation, experience having shown that the attendance for that week is very irregular, owing to the much "moving" which takes place at that season of the year. The principal vacation of the year occurs in the summer, and embraces the months of July and August.

VACATION FOR TEACHERS.

Six hours a day in the school-room, with the exhaustion that necessarily comes from work faithfully done there, and the labor of preparation for school duties, which, with every honest teacher, occupies a

large portion of the time not included in school hours, the many cares, anxieties, and perplexities incident to the details of teaching and management — all these impose a tax upon the teacher's vitality far more damaging than that which would come from ordinary physical labor ten hours a day. The American idea of vacation is not a time for rest, repose, or idleness, but rather for a change of scene, work, and associations. It is supposed by some that the nervous excitability of our people, indicated by restlessness and impulsiveness, arises from some quality of our climate, for it soon infects all foreigners who come here to live. Whatever the cause may be, the fact is seen in the noise and ardor of childhood, and in the eager, insatiable spirit of maturer years. "Variety is the spice of life." There is nothing more dwarfing than a ceaseless round of monotonous routine work; and teaching, as one branch of industry, can be followed in a way that will make it disastrous to the individual teacher.

It is idle to flatter ourselves that those who embark in teaching have greater mental calibre or more extensive attainments than others of the same age who enter other avenues of activity. Persons of dull and narrow understanding do not all get into law, medicine, or theology, nor into business pursuits. From Dr. Ray's "Mental Hygiene" I take the following paragraph:

"In every old community there are people who feel no interest in anything beyond their own little circle, — whose wishes and sympathies and aspirations never extend beyond the confines of their farm or workshop. They plod on from day to day in the old beaten track, while the clamor of the world around them falls on their ear, exciting as little emotion as the roar of the angry ocean in the sleeping mariner. The discoveries of art and science excite no curiosity; the achievements of philanthropy touch no responsive chord; and the great events of their time — a decisive battle, or the dismemberment of an empire — are regarded as no concern of theirs."

Teachers, as much as any class of persons, ought to be watchful to avoid drifting into that condition where things are fixed, and life flows on with the least possible effort for them, where knowledge ends and wisdom lingers, where they approach and teach at questions with their minds utterly unprejudiced thereon by reading, or unillumined by a knowledge of the intellectual advances and activities of this wonderful age. One of the antidotes to this tendency to mental stagnation, and a quickening to torpid energies, is a vacation properly used. Where a change of work can be had, it will furnish rest and recuperation:

where possible to visit other scenes, beneficial results are sure. Above all things, do nothing connected with teaching, unless it may be to indulge in the harmless and occasionally instructive pastime of attending a teachers' institute. Have no thought of your former wearisome anatomical and mechanical efforts to push knowledge into the empty spaces known to exist beneath thick skulls. Fret not your soul into a tumult by thoughts of the boys whose fondness for gum, apple cores, and peanuts during school hours so much exceeded any liking you could inspire for the mysteries of Guyot's Intermediate. Forget school in thoughts of something else, and, if you can afford it, let that something else partake largely of such diversions as visiting, reading, excursions, etc. "Vacation is a blessed compensation for work and worry, toil and care. In spite of years, it tends to make children of us. We may not turn somersaults on the green; or swing our hats in the air, with merry shouts and loud huzzas; or roll like young colts in the soft meadow grass; or leap the garden fence at a bound; or turn our pockets inside out; or jump out of our boots to paddle barefoot down stream. Yet, nevertheless, we are sometimes children again. Vacation calls up this childhood within us, and transforms us, for a time, into lads and lasses. We gladly shake the professional dust from our garments, and seek the velvet meadow and rugged mountain. We pluck the wild daisy, recline under the wide-spreading tree, listen to the rippling stream and the music of the birds. We watch the flocks upon the hillsides, and delight our vision in the brood that sails upon the stream. We pat Rover on the head, and extend a handful of fragrant clover to meek-eyed Brindle."

Those whose employment requires much mental activity during the day will best obtain recreation and needed rest by some sort of mental exercise which, without being fatiguing, requires just enough of effort to impart a degree of satisfaction. We need a change of subject, calling into exercise a different class of faculties from those which have been fatigued by regular work. These new subjects suggest new thoughts and new scenes, and furnish us judicious exercise. The merchant who for a time retires to a small farm or garden (unless he be rich he ought not to try to manage a large farm or garden, as such recreation is expensive), the lawyer who joins a party of explorers for a two months' journey into Central British America, the merchant's clerk who, when the day's work is finished, pursues a course of instructive reading — all will find healthful gratification and additional vigor

to render regular professional work more delightful. Endeavor to enjoy to the utmost all the pleasure vacation can offer, and thus take in such a store of new life and vigor as will enable you to do full justice to yourself and others when you are again called upon to take the field for an active onset upon the common enemy, Ignorance.

VACATION FOR PUPILS.

"All work and no play makes Jack a dull boy," and experience has shown that forty weeks of school work is the maximum that children should be called upon to do during the year. The eagerness with which pupils look forward to a vacation would hardly seem complimentary to the teacher. Saxe expresses a thought common to boyhood thus:

"Oh, well I mind me of the days,
Still bright in memory's flattering rays,
When all was fair and new;
When Heaven was pictured to my thought,
In spite of all my mother taught
Of happiness serene,
One glorious round of holidays,
Without a school between."

As a rule, children ought not to be required by parents to study their school-books during a vacation. The philosophy of childhood is seen in the frequency with which children change their playthings. Marbles, hoops, jumping ropes, tops, and balls follow each other in quick succession, showing much variety and change even in plays. During vacation the studies of pupils ought to be limited to courses of reading selected for them by older persons. Healthful plays are most natural, and furnish in right proportions what children need during the period of their physical growth. Schools, as at present constituted, can not give that attention to physical education which ought to be given; and pupils must get their physical training outside of school hours, and during holidays and vacations. The thoroughly sound mind needs the best support of a healthful body, and too much attention can not be given to physical education during the formative period of youth, for it is in youth that we must lay the foundation for the labors of maturer years. Then for vacation give children plenty of play, and some light work and reading under direction; but keep the school-books out of their reach.—*Detroit Tribune.*

— AN Ohio teacher was exercising a class in the names of the days of the week, and finally asked a five-year-old, "What day is this?" "Washing day," was the quick reply.

A BIT OF REAL EXPERIENCE.

"WHOA-HISH! whoa-h-i-i-sh, you darned critters! I'll larn ye to stop when I want ye to!" and Farmer Rough's goad-stick played a lively tattoo upon the noses of his steers one frosty morning in December, as I met him on my way to the school-house. "Be you the master?"

"I am, sir; and this is Mr. Rough, I believe. A fine morning, Mr. Rough."

"Yaas, yaas. Sharp, though, sharp! How's my boys a-gittin on, master?"

"John and Eben and Samuel and Joseph and Phineas? Nicely, I think. They seem much interested."

"Yaas, yaas. Them 's mine. Raal soggy chaps, tew, ain't they? You 'll have ter wallup 'em, though, sometimes. 'Spare the rod an' spile the child,' Solomon says, ye know. Leastwise other masters hev had tew. There 's old master Holdback, lives over in K——, a raal good old-fashioned master he is — don't b'lieve in none o' yer new-fangle' notions, neethur — goin' over t' the legislater this winter, they tell me — him an' Eb had a raal hurl last winter — a raal snub ter the backs — an' Eb come nigh a throwin' on him, an' would a done it, tew, I guess, 'f he hed n't known he 'd git a wallopin' when he got home, 'f he made a fuss 'n school, an' so he knuckled in an' took his bastin'. Ye see the master he'd give Eb's class the punctooation marks to git, an' Eb he was busy cypherin' over 'n compound perportion, and didn't think o' the lesson till his class was called right out an' he couldn't say, 'Punctooation is the art o' dividing a written composition into sentences an' parts o' sentences by pints an' stops, to mark the different pauses which the sense *inquires*' — and when the master axed him why he didn't git his lesson, he said he didn't think on 't, an' the master said he 'd gin him sunthin' to make him think on 't next time, an' slapped him aside the head, and that started Eb's dander, an' he muckled on ter the master, an' it scart all the gals an'

small scholars, an' they cried an' squalled like fun, an' at last Eb gin in an' took his lickin', as I said afore. But say, master, what 's this new idee you've been a-puttin' into the scholars' heads that 't ain't no use for 'em to cypher over all the big refmertic? An' what 's the use of this ere physerology that John an' Eb an' Jo an' the rest on 'em 's so crazy about? Why, I wanted Sam an' John to stay ter hum tother day an' shell corn, an' they felt awful wamblecropped about it — 'cause, they said, you was goin' to give 'em another lesson in physerology. Then there 's that ere picter-makin' — drawin', you call it — what 's the good on 't all? 'Tell you what, these new-fashioned idees don't seem to me the things. Me an' Deekin Slow was a-talkin' over these things tother night, an' we c'ncluded that some un 'd ought ter speak ter ye 'bout it. We don't want none o' yer fancy teachin' in this deestrict. We 're used to raal good old-fashion' schools, where the scholars is flogged, an' teached the raal solid readin' an' writin' an' cypherin'; and them 's what we want. Them 's what 'll make raal stiddy, 'ndustrious, c'ntented boys an' gals, that 'll grow up into sech men an' wimmin as their parents was afore 'em. Hope ye won't be 'fended, master, 't what I 've said t' ye; but when I seed ye comin' I kind o' thought I 'd stop and gin ye a little advice."

"No, indeed, Mr. Rough. I am very glad you have spoken of these things I wish earnestly to do what is for the best good of my pupils, and want the hearty confidence and support of the parents. I shall always feel glad to have their advice."

"Sartingly, sartingly — jes' so," — flourishing his goad, preparatory to starting. "Gee Bright-a-Broad up, ye darned runts!" and the goad this time played merrily over the steers' backs, as man and beasts moved clumsily away.

Here was a little cloud of difficulty, no bigger than a man's hand, but portentous of evil. It was, however, not altogether unexpected, for I had introduced several novelties into the school, which, though they were working to my perfect satisfaction in waking up the boys and girls to a new interest in their work, were yet, I knew, likely to meet with opposition from the unthinking prejudices of their parents. And I had been watching closely for the first sign of that opposition. Now it had shown itself, and what should I do about it?

There is many a Farmer Rough in the State of Maine — nay, many a locality made up of Farmer Roughs and Deacon Slows, where a dead set is made against any and all innovations. In such localities, any

change from old and time-honored customs is condemned at once as "new-fangled." We teachers attend the institutes and teachers' associations, and are told to teach this thing and that in this way and that, and it all seems easy enough, and just what we ought to do. But we go into our schools full of enthusiasm, and, carefully working in these new ideas, begin to see their effects in waking up new interest among our pupils, and begin to felicitate ourselves upon these promises of success, when lo! Farmer Rough and Deacon Slow take the field against us. "New-fangled notions," growls Farmer Rough; "new-fangled notions," drawls Deacon Slow; and immediately all possible changes begin to be rung on the phrase by all the male and female relatives of the Rough and Slow families, and all their friends and followers, till we have to yield, gracefully if we can, either the control of the school or our new methods of work, unless we can find some way to shut the mouths of these cavilers.

What did I do? Some thinking first. I resolved not to give up my methods without a struggle. Underneath the conservatism of which these prejudices are the outgrowth, there is, in almost every case, a substratum of shrewd common sense, and I resolved to reach this in some way. I determined to devote my evenings for a while to missionary work in the neighborhood. Farmer Rough received a call at once. Over a bowl of big red apples we discussed my "new-fangled notions." When he acknowledged that it would be absurd to spend time in plowing more land than he could plant, he granted that it would be equally absurd for Eben to spend his time in learning position and alligation and cube root, and many other things in arithmetic which he would never have occasion to use. When he explained to me how he cared for his stock, how often he fed his cows and oxen and sheep, and upon what he fed them to get the largest flow of milk, the greatest growth, or the best wool and mutton — to what diseases they were liable, and how he treated those diseases — he readily comprehended that some similar knowledge of the laws of health and growth was not so absurd after all. And so, too, with drawing.— When I had convinced him that the primary object of this branch of instruction was to train the eye to judge accurately of form and size and distance and direction — things which he had to do every day, whether in plowing, hewing timber, cutting cord-wood, or whittling a bow-pin, — he granted that even that might be of some good to the boys and girls.

"Wal, wal," said he at last, contemplatively peeling the last big pippin of the big bowlful; "wal, wal, master, yew may be right arter all, p'raps. 'T any rate, go ahead, an' we 'll see what 'll come on 't. Times has changed since I was a boy, an' I 'spect schoolin' 'd ought to change some tew."

Deacon Slow was more easily convinced, when I called upon him the next evening; for Farmer Rough, having been at work for him during the day, "yarding out" cord-wood in "the back lot," had given him an account of our discussion of the evening before. The deacon was somewhat inclined to pin his faith to that of his more forceful neighbor, and was hence found in a very pliable state of mind when I introduced the subject of my "new-fangled notions."

In short, I visited every family in the district, and clearly and candidly explained what I was attempting to do, and hoping to do, in the school. True, in these visits I did not always succeed in brushing away all the accumulated cobwebs of prejudice, and convincing every one that my views were correct; but I did succeed in disarming all direct opposition to them, and in bringing about a general consent to their trial, so long as the children were so intensely interested in the ordinary studies as I managed to keep them. And in taking this course I certainly succeeded better than the teacher in the adjoining district, in a similar state of affairs.

He had organized an oral class in history. A member of that class came to him one morning with a message from her parents to the purport that they wished her to give her whole time to her other studies, and therefore wanted her excused from the history class. "Tell your folks," said he, "that I am keeping this school. If the people in this district want to keep it, they must wait till I get through with it." He got through with it — left in disgust at not being appreciated — in a very short time afterwards.

And how did I succeed finally? I 'll tell you. During the last two weeks of the term, at such odd minutes of time as we could get before and after school hours, we trimmed up the old school-room — keeping the whole matter a profound secret — with evergreens and such pictures as we could get, so that no one in the district would have recognized it in its gala dress, could he have been carried thither in his sleep and suddenly awakened. My pupils, knowing what my plans were, took hold of this work with me with a perfect fever of enthusiasm. On the last day, by personal solicitation on my part, backed

by the efforts of the children at home, all the fathers and mothers were prevailed upon to meet me at my boarding-place after dinner, whence we went together to the school-house. When we had all entered, the scholars, who were found all in their places, arose as one and received us with a simple song of welcome, — singing in school was another of my "new-fangled notions," — given with such evident feeling, such real heartiness, that the look of blank astonishment that had come into the faces of the parents at sight of the changed appearance of the school-room, gave place to smiles, and even broad grins, of pleasure. Then we had exercises in reading and arithmetic, compositions, more singing, drawing and geography, and closed with a spelling match. In all these exercises the pupils, under the spur of a pleasurable excitement, acquitted themselves as never before. But my crowning triumph came when, after these exercises were all done, Farmer Rough got up, and, in a voice tremulous with feeling, in his uncouth, racy language, made us a little speech. What he said I 'll not attempt to repeat, but when he sat down, the old school-room fairly rang with the clapping of hands, little and big, and — I 've engaged to keep the school another winter.—*Maine Jour. of Education.*

ADMISSION TO THE UNIVERSITY.

THE PREPARATION IN FRENCH.

BY PROF. GEORGE S. MORRIS.

CANDIDATES for admission to the University in the Latin-Scientific course are required henceforth to pass a certain examination in French; and a similar examination will be required of Scientific students entering next year (1873) and thereafter. The following suggestions are intended to show more explicitly upon what topics stress will be laid in examination, and what knowledge of French, therefore, is desired on the part of students preparing to enter the University in either of the courses named above.

The name of Dr. Fasquelle is one the memory of which the Univer-

sity delights to honor. The distinguishing merits of his "French Course" were at once recognized upon the appearance of the work, and its unprecedented popularity during a long series of years is now matter of history. No competent judges, however, will deny that, far as the work may have been in advance of the French grammars commonly in use before its appearance, yet it was not perfect, and has now been distanced by other competitors for public favor. The truth of these facts has been recognized by the publishers of Fasquelle's French Course, who have procured the services of one deemed competent for the work, to revise fully Dr. Fasquelle's book, and endeavor to render it at least equal to any of the later and more advanced French grammars. We had hoped that this new revision would be printed and ready for examination by this time, in which case, if the work seemed equally valuable with Otto's or any other French Grammar, it was proposed to continue the use of it in the University; otherwise Otto's French Grammar would probably be used and recommended in place of it. It is for these reasons that we hesitate still absolutely to recommend the substitution of Otto's Grammar for Fasquelle's (the new edition of which is promised for next spring) in the preparatory schools of the State; still, in the following suggestions we shall make special reference, in a number of instances, to Otto's Grammar. Those teachers who may continue to make use of Fasquelle during the coming year can, with the aid of a copy of Otto for private use, easily carry out with their classes preparing for the University the suggestions proposed.

What is desired, in the way of a knowledge of French, from those who are preparing to enter the University in the Latin-Scientific and (next year) in the Scientific course is, in general, a general knowledge of the French grammar and a tolerable facility in pronouncing and translating easy French. More especially —

(1) In Pronunciation, it is extremely desirable that students be correctly taught and constantly drilled from the commencement. It is well known that French pronunciation can not be altogether learned from any system of rules, and that the student must depend largely upon the correct example given with the living voice of the teacher. But it is a mistake to suppose that rules are of no value whatever. On the contrary, in the majority of cases they are quite sufficient as a guide to correct pronunciation, and the knowledge of these rules and the ability to apply them will be insisted on at examination. The

rules for pronunciation in Otto's French Grammar (Bocher's revised edition) are excellent, and at present there is no modification of them that we would care to suggest. It is desired that students be taught the letters of the French alphabet by their French names, using the "old names," (Otto, p. 13, or Fasquelle, p. 17,) except for the letter *e*, which should be pronounced by the new method (as in *je*).

(2) *Grammar.* The principle to be proceeded on is that of a careful and exact learning of rules and distinctions, and the constant, repeated illustration and enforcement of the same by examples. It is evident that the instruction ordinarily given in French is defective from a failure on the part of teachers to insist on a thorough and precise knowledge of rules and facts, such as is demanded of students learning the Latin or Greek grammar. This, doubtless, is partly accounted for by the fact that French grammar is so much less complicated than that of either of the ancient languages mentioned; so that, appearing less formidable, it is thought less important; and partly by the fact that instruction in French, as in other modern languages, is accomplished to so great an extent by practical means, by oral and written translation from French into English, and vice versa — or, to express the same thing in another form, by the learning of idiomatic equivalents. Valuable and indispensable as are the practical expedients alluded to, experience shows that our poorest French scholars are those who have the least exact knowledge of the rules of French etymology and syntax in their theoretical statement. Examples of such rules are the rules for the gender of substantives, by signification and by termination, the rules for forming the plural (with the no less important exceptions) of substantives and adjectives, and the feminine of adjectives (rules general and special), the distinction between the possessive adjective and the possessive pronoun, and between the demonstrative adjective and the demonstrative pronoun, the use of the various relatives, etc. More especially, we would call very particular attention to the rules for the formation of tenses and to the learning of the primitive tenses of verbs. These rules will be found on page 89 of Otto's French Grammar (where also the primitive tenses are named), and on page 171. Those rules should be carefully learned by the student, and constantly put into practice. Instead, however, of Rule 7, page 89, the following, as given in the *Grammaire Française* of Maurice-Poitevin, is to be preferred: "From the second person singular of the Past Definite (Preterite) is formed the Imperfect Subjunctive, by add-

ing *se*." The student should be required to give, in their order (Pres. Infin., Pres. Partic., Past Partic., Pres. Indic., Preterite [or Past Definite] Indic.), the primitive tenses of every verb, and should be frequently drilled in the formation of tenses according to the rules. It is proposed to direct the examination of candidates for admission especially to these points, among others — among which others the inflection of regular and of all irregular verbs, and the use of the tenses and moods, are especially important.

Exercises should be learned so that they may be recited both orally and by writing. It would be well if the student were taught the French equivalents for grammatical terms, such as parts of speech, tenses, moods, etc., before coming to the University. The occasional dictation of a passage in French, to be written down by the pupil as he hears it, furnishes an excellent exercise in French spelling.

(3) *Reading.* In the Calendar of the University, one hundred pages of Bocher's Otto's French Reader is mentioned as being required to be read by candidates for the University who are to be examined in French. If it is to be assumed, as it has been, that the preparatory work to be done in French is all to be accomplished in one year, experience will very likely show that the amount mentioned is the maximum limit of work that can be accomplished in the time specified, and that seventy-five pages would be a fairer amount. However this may be, it is rather the manner in which the work is done than the precise amount which is of importance. Every passage should be carefully pronounced, no mistake in pronunciation being allowed to pass uncorrected, and the student should be urged to read as fluently, with as few breaks, as possible. For the rest, no competent teacher needs to be informed that strict accuracy in translation should be insisted on, and an abundance of grammatical questions should be asked. Every word and construction should be made the subject of strict and thorough questioning, until the scholar is fully impressed with the meaning and reason of the construction, and familiar with the facts — the grammatical forms, etc. — relating to the words.

In addition to what has been remarked above with reference to exercises, we may say that it will not be considered necessary for students using Fasquelle to learn all the exercises in each lesson, as these are unreasonably numerous. Twelve or fifteen exercises (sentences) of each kind (French and English) to each lesson are sufficient. The same remark may be extended, although it applies with less force, to

the case of those using Otto's Grammar. The requirement in Fasquelle remains, as heretofore, seventy-five Lessons in the First Part and the whole of Part Second, or the whole of Otto's Grammar. While some students may be able to do the whole preparatory work in French in a year, it is pretty evident that, as a rule, this time will not be long enough, and teachers are earnestly requested to lay out their courses in French so as to give students ample time, not only to learn, but "inwardly to digest" all that is required of them.

REVIEWS.

Pages I could not understand,
Dull characters and mystic signs —
I turned the leaves with dallying hand.
And counted o'er the printed lines.

Here, there, was culled a tempting thought,
But green of trees and blue of skies
The while to willing fancy brought
Sweet dreams and sweeter memories.

So, pushing back into the past
The hated problem, day by day,
I found each knottier than the last,
And wondered at its mystery,

Till the Great Teacher, knowing all
My lack of thought and indolence,
Hearing my oft-repeated call
For the soul's greater opulence,

Again the same old lesson brought,
And bade me, in His sternest tone,
Turn back to problems still unwrought,
And make the hidden truth my own.

So the old task — old, but how new!
Word after word, and line by line
A beauty all unthought of threw
Upon this little world of mine.

O wondrous, priceless book of Life!
O blessed Teacher! Thine the strength
To bring from heart-ache, toil, and strife,
Beauty, peace, joy, and heaven at length.

Jackson, Michigan, June, 1872

DOES IT PAY TO STUDY GRAMMAR?

BY PROF. CYRUS B. THOMAS.

SEVERAL years ago, at a meeting of the State Teachers' Association held in Adrian, President Abbott, of the Agricultural College at Lansing, read a paper entitled "Shall we teach Grammar?" The paper was thoughtful and suggestive, hardly aiming to be more than suggestive; but the writer seriously doubted the necessity, or rather the wisdom, of teaching the grammar of the text-books.

Still earlier, Supt. Gregory, in an Annual Report, took strong ground against teaching grammar in the primary (district) schools, arguing at length that the minds of pupils were not sufficiently matured, not capable of the clear philosophical analysis essential to success in that branch.

My own impressions, from experience as a scholar and teacher, confirmed by conversation with eminent instructors, have long since led me to similar, perhaps to more radical, conclusions.

Grammar, according to general definition, treats of the principles of language, and teaches us to speak and write it correctly. Probably all argument favoring its retention in the school curriculum would base its value on two grounds — first, as a means of mental discipline; second, as a means of securing correct speech and composition.

That it has value as a means of mental discipline is readily granted. Close application of the faculties to any subject disciplines them, and it would be strange indeed if the five or seven years ordinarily devoted, not to say *sacrificed*, to this study did not bring *some* mental culture. However, were the resulting mental discipline the only net product of these years, grammar would be speedily banished from the school-room, to be replaced by studies which, while disciplining the mind, would store it with useful knowledge.

But there lurks in the popular mind an idea that our common

speech and composition are greatly improved by such study. To me there seems in this belief a large proportion of error. One thing, at least, is sure, that so few, comparatively, who study grammar in schools learn to speak or write correctly, that for ninety out of every hundred their study is, in this regard, a conspicuous and lamentable failure.

Correct speech is, like cleanliness and manners, rather a matter of taste and race and social affinity, than an art acquired by the study of books.

Beyond a few fundamental rules, like those for the formation of the plural of declinable words and for the agreement of the verb with its subject, there is little in grammar that guides ordinary men either in speaking or writing. Beyond this, most men listen to their neighbors best informed; a few study rhetoric and the best use of the best authors. Those who read most and mingle with the most intelligent people, whether learned in grammar or not, use the best language. Speaking well is somewhat like singing well. Most can learn the elements of music and sing the scale; but few, in addition, have either voice or taste to give expression and feeling to good music. So we may all in time learn to distribute the parts of speech in parsing, to move the dry bones of language according to their laws; but to arrange them into correct and well-rounded sentences requires taste and a natural endowment which the study of technical grammar through any number of years can not give.

Children, and adults as well, talk very much as birds sing. Some species have a great variety of notes, and delight us with their singing: the vocal powers of others are confined to a mere chirp and twitter, devoid of musical quality. And I do not believe the robin would sing any more sweetly were he taught to sing by note.

The ability to parse a sentence is one thing: to easily and naturally construct one is a very different thing. In ordinary schools we teach the former somewhat imperfectly, and almost wholly neglect the latter.

I am persuaded that the composition of sentences, followed by intelligent and suggestive criticism, will oftener secure correct speech and composition than parsing and analysis. A man can not develop muscle by studying physiology, nor learn architecture by simply tearing down buildings already erected. He must measure and plan, lay brick and join timbers, if he would learn to build: he must walk, lift, leap, and run, if he would be strong.

The oral instruction now so common had its origin in an effort to es-

cape the unnatural and artificial method of the text-books. It is an improvement, but not by any means a triumph. Books like Hart's "First Lessons in Composition" are another step in advance; and we shall, without doubt, be led still further in the same direction.

We learn to talk by talking, to write by writing. Instruction in both should begin in the primary grades, and end only with the last year of the high school. Enough of grammar to explain the common concords of simple sentences will enable students to compose with intelligence and success. The reading of these compositions, carefully conducted, and the keen criticism of classmates and teacher, will gradually — I should say rapidly — correct faults. This practice in all the lower grades, crowned by the study of rhetoric and composition in the high school, will, I am persuaded, enable scholars to express themselves with reasonable fluency and correctness, either in speaking or writing.

In the end we shall be, both in speaking and writing, at least as correct as by the ordinary study of grammar, and shall be spared the intense weariness and disgust which such study generally produces.

POPULAR EDUCATION IN PRUSSIA.

THE school of the masses is the primary school, attendance upon which is compulsory, and in the great cities free of cost; in the provinces afforded at the nominal rate of perhaps five cents a month per child. From the primary school a pupil can go into a middle school or into a school preparatory for the gymnasium, if he wishes a classical education; otherwise, if he wishes, into a school preparatory to the real school, in which latter he receives training to fit him for the study of the lower professions, as mechanics, engineering, commerce, architecture, etc.

To trace upward, then, the course of a German child, we must begin with the primary school. Here, undoubtedly, has the system been brought to its greatest perfection, as no teachers are admitted to practice who have not been drilled by long courses in the seminaries or normal schools provided for their instruction in the art of teaching. It is the aim of the school authorities to introduce such skill into the methods of the primary schools that no pupil will be obliged to study at home to master the usual tasks, the parents in many cases being so

poor and their children so early devoted to toil that home study would be impracticable. This point deserves attention by American educators, who are generally of opinion that that teacher is the best who inspires and requires the most "ciphering" and mental "digging" around the family altar.

The primary schools of Berlin are divided into three grades, the boys and girls constituting a separate division of each grade, with separate school quarters. The course of study is the same for every school, and must be coincided with by all the private schools of that grade. This is another feature of the Prussian system — its supervision over all private schools. These schools are not discouraged, but must submit to the same regulations of study and discipline, and throw open their examinations to the same public inspectors as the public schools. In fact, their fees are regulated by, or must have the sanction of, the school authorities. Such a supervision protects the people from being preyed upon by educational pirates, while it, at the same time, brings the public institutions into sharp competition with the skill of real individual enterprise. It represses public swindling, but not private talent.

To return to the primary school, we find that the course of study for the lower grade comprises reading, writing, reckoning, singing, and religion for both sexes — in all twenty-six recitations weekly for each pupil, the whole time in school being five hours a day for four days in the week, and three hours on Wednesday and Saturday. The second grade have the same, with the addition of geography and drawing for the boys and "womanly works" for the girls, and the third class, or highest department of the primary school, still further, history, natural science, and geometry, thirty-two recitations per week.

"Religion" is put first in the lists of studies, and is pursued to an extent that would be deemed highly "theological" in the American school system. In the Berlin Lehr-plan (teach-plan) this study occupies with the girls six of the thirty-two weekly recitations, the boys in the upper grade being afforded only four. The instruction covers the main points of Bible history, the prayers of the Lutheran liturgy and church songs, with practical texts, doctrinal passages, the parables, and Luther's catechism; and is usually given orally or direct from the Bible, the skill and qualifications of the teacher being depended upon for such work, as well as for the instruction in singing, which occupies two hours a week. Reading and writing are taught in both the Ger-

man and the Latin or English letter. In the use of the language itself the child is early taught to dissect and compose sentences. Arithmetical instruction extends to denominate numbers, fractions, interest, proportion, and partnership, the girls not going so high as the boys, and the time consumed in no case amounting to that given to "religion." The elementary relations of geometrical lines and forms are taught in the upper grade and upper half of the middle. Otherwise than this, two hours a week are given to "nature-knowledge," progress in which must largely depend upon the teacher, so indefinite are the instructions. It is to compose at least a rudimentary knowledge of the vegetable, animal, and mineral kingdoms, the principal products of different parts of the world, their relations to commerce and the trades, etc. Geography is taught in a peculiarly sensible manner. This science, in its rudiments, is expressed by the word *Heimathskunde*, or "knowledge of home," and is always taught, as it should be, in connection with history. Taking the two studies together, the primary scholar learns about Charlemagne, Barbarossa, and the pre-Reformation manners and customs, even clear back to the battles with the Romans and Tacitus' story; the rise of Brandenburg, her twelve electors; and the Prussian kings. The "womanly works" commended to the girls, and in which they have to pass examination, comprise knitting, sewing, hemming, patching, darning, and the marking of linen — eight hours a week for the upper grade and six for the middle.

This is a brief sketch of the work required of the teacher and scholar in the public school — the school which the municipality and church especially provide, the one to which, or the equivalent of which, every parent is compelled, under severe penalties, to send his children.— When the child, after the age of fourteen, presents itself, as is the regulation, unless conscientious scruples interpose, for confirmation in the Lutheran Church, the confirming clergyman must be assured of its proficiency in the branches prescribed; else the candidate is rejected. If the child passes the examination and is confirmed, it is thenceforth free from compulsory education. If it is a boy, and the military authorities should afterward find that he can not read and write, they would be apt to ask an explanation of the priest, so interwoven is the educational system with the church on the one hand and the army on the other. In Catholic parishes, the Catholic theology and church take the place of the Lutheran in the schools, the two churches, under the Prussian constitution, standing on an equality.

From this point on, the pupil is neither led nor deserted by the government. If he will go on, there are schools with preordained courses and fixed tuition open to him, and the state takes care, by attending upon the examinations, that he receives the best instruction possible.—*N. Y. Tribune.*

[TO BE CONTINUED.]

THE KINDERGARTEN.—IV.

THE Kindergarten, as is pretty well known, is peculiarly a German institution. It had its origin in Germany, and still retains the German name. In that country we may reasonably expect to find it flourishing in vigor, and with least departure from the plan of its founder. Happily, some of the early Kindergartens are still in existence, and may be studied by the curious traveler. One of them is thus described by a recent contributor to *Harper's Magazine:*

"One day, driving along a quiet street in Munich, I saw the word 'Kindergarten' on a gate. Stopping my drosky, I entered the gate, groped around the house, and reached at last a pleasant garden of about half an acre. There were old trees, two of which sustained a child's swing between them. There were parterres of pretty flowers, inclosed with large white pebbles; a fountain singing away in the happy sunshine; and there was a gorgeous peacock, with Argus-eyed tail, the sole guardian of the place. But I already heard merry voices, and was soon inside of the room from which they proceeded. The walls were covered with pictures of all manner of living and moving things. One side of the room was occupied by a cabinet, in which many objects that would have delighted Pestalozzi were neatly arranged. Here were about fifty happy-faced children, and two graceful and kindly teachers. I was welcomed by the Principal — Miss Augusta Horst — who soon had the children showing me their exercises and their work. Curious little mats, woven of painted slips of paper, and some with plaits of golden straw, birds of every feather designed by needle punctures in card-board, or embroidered with bright thread. Babette makes me out of blocks a cradle in a quarter of a minute, and puts a slumbering baby in it in another quarter. Mathilde has a pig-

eon-house built in three-quarters of a minute. O these bright faces, these diamond eyes! With what glowing faces do the little boys ply here the arts which will one day build and adorn Glyptotheks and Pinakotheks! And now, at a motion from the mistress. their voices burst out with songs about the babies, the flowers, the birds — voices that have caught the sense of the singing fountain outside, and will some day interpret the music of the future. 'Heigh-ho!' calls the peafowl through the window; "what 's up now? It 's play-time, and here you are all set singing again.' I took the hint, and bade the children adieu; but I did not get out so soon as they. They were scampering among the trees and at the swing in an eye-twinkle.

"Fraulein Horst told me that she had studied her art as a Kindergartner with Froebel himself, and that this was the earliest school of the kind which had been established in Munich. It was small, she said, only because she wished to keep it a real Kindergarten, whereas parents generally wished the system to be mingled with the conventional ones. They were ashamed if their children did not learn to read and write as soon as those of their neighbors, to begin with such things being really a subversion of the true method of nature. There are, she said, six Kindergartens in Munich, but most of them have to get along by compromises with the fashion of the world. But it is the same with every art, she said: they who adhere to its pure principles get on poorly compared with those who cater for the conventional."

A lively description of another German Kindergarten is contained in a letter from Dr. Hurst to the New York *Methodist:*

"Perhaps a better idea can not be presented of the working of a Kindergarten than a description of the way in which the principal one in Bremen is conducted, and which I have had occasion to visit.— Many of the children are so small that they need to be conducted thither by older persons, when they are met at the door by a servant, who relieves them of hats, coats, shawls, and lunch-box, care being taken, however, that each child aid in adjusting its own things, and having a fixed place for all. The proprietress, Miss Grabau, is assisted by two other ladies. The school is divided into two classes, either one or the other of which is nearly always in the large hall for exercise, or working in the little gardens out of doors.

"In the school-room each scholar is provided with a very neat and comfortable desk and chair, and is taught to regard them as its own property. The employments are worsted work, knitting, elementary

drawing, and every other imaginable thing which is supposed to furnish such young fingers and minds with combined skill and amusement. The children have patterns before them for everything they are to do, and the teacher personally superintends them in each little labor, when every pains is taken to impart as much elementary instruction as possible. For example, if a little girl is at work on a book-mark or a lamp-mat, she is taught imitation, combination, perspective, counting, the alphabet, and many other things. As soon as she is tired of one employment, she is at liberty to begin something else that she may like. Thus all weariness is avoided.

"The room for exercise is very large, and, like the school-room, is neatly ornamented with pictures, and when the children are in it, they are under the care of the teacher, who has them go through many gymnastic exercises. This is the most interesting feature of the Kindergarten. The children, boys and girls promiscuously, are directed to assume a certain position. It may be that of a regiment drawn up in line of battle. The teacher then commences a story about a certain battle; then comes a stirring song, when all sing it together, and then the battle commences in right good earnest. After the victory is won the teacher narrates a peaceful story in verse, which the children have also been previously taught, and which they repeat with her, going through with all the gymnastic exercises suggested by the verse. For instance, she tells of a great pigeon-house, out of which the pigeons come one by one. Some fly slowly, and others more rapidly; others go off and hop around on the ground; while others light on the chairs. Some get tired, and others fall down; and thus the supposed movements of a whole flock of pigeons are represented by the children.

"Afterward the teacher may begin to tell in prose about a blacksmith, and by and by she reaches the verses telling of his anvil, bellows, red-hot iron, and great hammer, when the children sing with her and the whole room is transformed for a time into a great smithy, and all the little folks industriously and laughingly playing blacksmith.

"Another song tells about walking over a heath, where at last a great pond is reached. The frogs are heard to croak and soon to leap into the pond. During this time the entire class becomes a large group of similar croakers.

"In all these initiatory exercises the children preserve strict order, but their risible propensities are but little restrained. Just as soon as the slightest fatigue or decrease in interest is observed, the exercises

are changed, when the class is immediately taken into another room, or else into the garden. About one-half of the time seems to be devoted to the gymnastic and horticultural employments, and the other half to the light manual labor at the desks in the school-room proper."

The topic of the Kindergarten abroad will be treated more fully next month by Miss Elizabeth P. Peabody, of Cambridge, Massachusetts. This paper will be followed by an essay on the Kindergarten in America, by Mrs. Matilda H. Kriege, Principal of the Normal School for Kindergarten teachers, in Boston. With that the series will be closed.

THE STUDY OF ANCIENT COINS.

III. WHAT THE COINS TEACH US OF THE EMPEROR COMMODUS, WITH OBSERVATIONS FROM VARIOUS AUTHORS ON THE VALUE OF NUMISMATICAL STUDY.

BY ROBERT MORRIS, LL. D., SECRETARY OF THE AMERICAN HOLY LAND EXPLORATION.

BUT few of the Roman emperors are so numismatically immortalized as L. Aurelius Antoninus Commodus, son and successor of M. Aurelius Antoninus. This emperor of Rome, the period of whose reign Anthon stigmatizes in his Classical Dictionary as a scene of guilt and misery, was crowned A. D. 180, and died in 192, under the combined effects of poison and suffocation. With all his faults and vices, one merit must be assigned to Commodus, equally with his predecessor Nero one hundred and thirty years before — that is, he was a promoter of the arts, and has left a splendid series of coins and medals, to a portion of which we will now refer. In the French Museum of the Louvre, Paris, there are seventeen of these, all in "large brass," and in excellent condition.

In the case of all remarkable persons, whatever once belonged to them exercises an attraction upon our minds that stands in direct relation to the historic figure. But, in regard to the ancients, coins and medals are nearly all remaining to us that we can perfectly identify and critically use.

The first and second of the coins before us were struck by command of Commodus, on the occasion of his marriage with Crispina. On the obverse of the first appears the head of the emperor, exhibited as a young and handsome man. The epigraph is L. AVREL. COMMODVS. AVG. GERM. SARM. BRIT. This union of three subjugated nations — Germany, Sarmatia, and Britain — with his own name refers rather to the victories of his father and generals than to any exploits of his own. On the reverse of the first is a group of priests engaged in the sacrifice of a bull in front of a temple: the motto is VOTA PVBLICA. The second of these coins has on the obverse the portraits of Commodus and Crispina his wife, facing each other; on the reverse the happy couple joining hands before the goddess Concord, under the words VOTA PVBLICA. It is a sad comment upon the affectionate group that Commodus, in his wrath against his wife for her infidelity, first divorced her, and then put her to death. So we may say with the poet —

> "Yes, if the intensities of Hope and fear
> Attract us still, and passionate exercise
> Of lofty thought, the way before us lies
> Distinct with signs."

The third of these *numismata* gives us, on the reverse, the winged image of Victory holding out to Commodus — erect, and in a *paludamentum* or soldiers' cloak — a laurel wreath, on account of his victory against the Sarmatians. The epigraph gives the exact year: TR. P. VIII. IMP. V. COS. IIII. P. P. — that is, "His eighth term in the tribunitian power, his fifth term as Imperator, and his fourth as Consul." P. P. is read *Pater Patriæ*, "father of his country," — the epithet so appropriately applied, seventeen hundred years later, to the patriot of Mount Vernon. It was the philosopher Addison, in his "Dialogues upon the Usefulness of Ancient Medals," who gave this among other charming passages under the head of Coin-studies:

"An old Roman had his purse (*marsupium*) full of the same pieces that we now preserve in cabinets. As soon as an emperor had done anything remarkable, it was immediately stamped (*incused*) upon a coin, and became current through his whole dominions. It was a pretty contrivance to spread abroad the virtues of an emperor, and make his actions circulate. A fresh coin was a kind of gazette that published the latest news of the empire."

The fourth coin in the series before us presents, on the reverse, Commodus adorned with a veil, performing sacred rites (*sacra*) on a tripod, the helmeted goddess of Rome on the left, Ceres the corn-god-

dess on the right of the picture. The subject is double — a victory over the Germans and Dacians, and a supply of corn brought by the emperor's liberality to Rome. Underneath is the date: TR. P. VIII. IMP., the same as the last.

Carlyle has his say, in *Sartor Resartus*, upon this money subject. In his customary inimitable style he writes:

"A simple invention it was in the old world. Grazier, sick of lugging his slow Ox about the country, till he got it bartered for Corn or Oil, to take a piece of Leather and thereon scratch or stamp the mere figure of an Ox (Latin *Pecus*), put it in his pocket, and call it (*Pecunia*) money. Yet hereby did Barter grow Sale; the Leather money is now Golden and Paper, and all miracles have been out-miracled; for here are Rothschilds and English National Debts, and whoso has sixpence is sovereign (to the length of sixpence) over all men; commands cooks to feed him, philosophers to teach him, kings to mount guard over him — to the length of sixpence!"

The fifth has, on the reverse, helmeted *Roma* seated on a pile of spoils, the whole finely executed. Her left elbow leans on her shield, which displays the traditional fact of the wolf suckling the twins, so common among Roman emblems. The date is the same as the last; the occasion is the conquest of Dacia, as above.

It is with coins as with many other things: those which are removed from us at the greatest distance of space and time are the most valued. In a numismatic cabinet we cherish first those belonging *in partibus transmarinis*, in the lands beyond the sea.

The sixth commemorates the conquest of Britain, and is equally artistic. The date is TR. P. X., or the tenth year in which Commodus wielded the tribunitian power, and his seventh as Imperator, while the COS. remains the same. The word BRITTANNIA, in full, designates the object. The figure of the conquered State is exhibited as ornamented with her native garb (*patrio vestitu ornatam*) sitting upon a pile of stones, to denote the hilly nature of the island. Concerning this use of types as coin-emblems we may say with Virgil:

"Ipsi lætitia voces ad sidera jactant
Intonsi montes: ipsæ jam carmina rupes
Ipsa sonant arbusta" —

"Upon these moneys of the ancient world the hirsute hills utter forth their voices to the stars, and the stars reply. Even the stones," as Shakespeare long afterwards declared, "preach their sermons, and the embowering shrubs echo the words of wisdom."

[TO BE CONTINUED.]

THE ARCTIC EXPLORER.

BY MISS M. H. WYNNE.

We left him there, 'mid frost and ice,
  O'erwhelmed with night and northern snow,
The moonbeams coldly glinting down
  On dreary hummock, drift, and floe.
Aurora's fire melts not their chill,
  The same ice is around him still.

We saw the north star's wintry gleam
  Reflected from the glacier's side,
Upon whose brink we placed a cross
  To triumph o'er the frozen tide,
And mark the spot where evermore
He lies, his brief ambitions o'er.

The cross looks sadly, day by day,
  Upon the lonely, mastless ship;
But he who dreams beneath the cross,
  Death's icy seal upon his lip,
Will brave the ice-fields for the shore,
And walk her deck — ah, nevermore!

For he had planned to lead us on,
  Until we reached the unknown pole
Where summer rises from the seas
  Which evermore around it roll —
But lo! another Polar Star!
To follow it his soul fled far.

The darkened glass is now made clear,
  The veil is raised, the riddle read:
More than the wisest of us here
  They know, the least among the dead.
Well may we say he reached the end
Whither the dreams of science tend.

Adrian, Michigan, June, 1872.

THE SEVEN LAMPS OF TEACHING.

BY PROF. EDWARD NORTH.

THERE are seven Lamps of Teaching that give brightness and glory to a toilsome path of duty; that quicken the birth of flowers and richest fruits, to take the place of gloom and barrenness.

1. There is the Lamp of Knowledge. The teacher should have a thorough knowledge of that in which he undertakes to give instruction. He should be a positive character, competent to do his own thinking independently, and not a tame enclitic in the syntax of society. He should scorn to be in bondage to a text-book. Least of all will he try to live without books. They must furnish the food on which his intellect grows and renews its vigor. Books he will use as ministers to his hunger for knowledge. He will gratefully use them as products of human skill; as auriferous quartz, to be crushed and forced to surrender whatever of pure ore they contain.

2. There is the Lamp of Law and Order. There must be fidelity in the observance of all necessary regulations. Nor is it to be forgotten that in a school, as in a State, "that government is the best which governs the least." A teacher whose heart is in his work, will make his own life an inspiring example to loyalty to law. He will know how to secure good order and studiousness, not so much by loud demonstrations of authority as by an unseen, gentle magnetism that captivates all hearts and wins them to studious and orderly habits. Like Livy's Evander, he will control his pupils less by official power than by personal influence and "fair allurements to learning." Jeremy Bentham's doctrine in regard to the enforcement of civil law, is still more truthful when applied to the government of a school:

"Government ought not to do everything by force. It is only the body which submits to that. Nothing but wisdom can extend its empire over the mind. When a government orders, it but gives its sub-

jects artificial interest to obey. When it enlightens, it gives them an interior motive, the influence of which they can not resist."

3. There is the Lamp of Patience. The duties of the teacher ought never to be discharged in a hurried, careless, or petulant manner. He should feel that he presides over vital processes, that call for the utmost watchfulness and patience. He should sit like a refiner of silver, gazing intently at the precious ore in the crucible, and be always vigilant to keep away each evil influence, and to eliminate each grosser element. To make known truth by a simple, straightforward statement may be the easiest way for the teacher, but not always the best way for the pupil. Ideas that come without research, and cost but little of time and labor in the getting, are apt to take as little time in the leaving. Ideas that cost severity of thinking become imbedded in the mind, grow to be a part of its substance, and are as prompt to obey the owner's will as are the muscles of the hand. In place of being hurriedly and transiently recorded, as with a walking-stick on the tide-washed shore, they were graven as with a chisel on everlasting granite. This patient mode of instruction is in keeping with the meaning of the word education, which is a drawing out and a development of what is within, rather than a mechanical pouring in of ideas from without.

4. There is the Lamp of History. This throws its light backward, and reveals sources of strength and comfort and guiding inspiration in the lives of great, good teachers gone before; in the kindly, searching severity of Socrates, to whom the hearts of his pupils were like the leaves of an open book; in the fair humanities of the poet Archias, with a Cicero by his side, to twine his brow with grateful laurels; in the contagious enthusiasm of quaint Roger Ascham, the tutor of the Princess Elizabeth, who read with her Cicero and Livy, Plato and Sophocles, and the Greek Testament; in the vast learning of John Milton, whose outward blindness only sharpened and purified his inner vision; in the moral and intellectual nobleness of Thomas Arnold, who was a great schoolmaster because he was a great man, whose pupils loved him with all the joy of like-minded brothers, chastened by the reverence of obedient children. Nor can it be out of keeping to find an illustration of the teacher's power nearer home, in the useful, uneventful life of a man like David Prentice, whose fifty years of whole-hearted consecration to classical teaching were partly given to the youth of this city, who left abiding impressions on many of the best

intellects of our State, and whose last years were sweetened by receiving a generous annuity from a few of his early pupils — two of them distinguished residents of this neighborhood — after they had gained professional and political eminence.

5. There is the Lamp of Prophecy. This throws its light forward, and helps the teacher to forecast a good career for his pupils. It helps him to shape the future success and character of the man.— When John Trebonius, one of Martin Luther's teachers, was rebuked for treating his pupils with such marked courtesy, his reply told of an honest pride in his work, and faith in its good results: "When I lift my cap to my boys, I give my salutation to those who will one day be men of power." It should be a part of the teacher's creed that every boy is good for something; that his duty is to find out in what pursuit he is best fitted to succeed; to help each pupil to make the most of himself and his native gifts; to wake up and encourage what is good in his nature; to furnish nutriment and stimulus for his finer powers, and to lead him forward by kindly incitements to the dignities of a genuine manhood.

6. There is the Lamp of Enthusiasm. One has no business to be a teacher unless his heart is in the work, so that he will do it lovingly, and with the best faculties fully enlisted. If a teacher goes to his work as a criminal would go to the pillory; if his daily routine of duty is a weary tread-mill, and never ennobled by flashes of hearty enthusiasm; if there is always a feeling of distance and dislike between himself and his pupils; if in moments of confidence, when they would come near to him, and speak to him of their griefs and pleasures and plans, an invisible wall of ice suddenly repels them; if he is so irritated and exasperated by outbursts of innocent frolic, that he has a bulldog's chronic hunger for fight, it is safe to say that his more proper place would be in the regular army, with a rifle on his shoulder.

7. Finally, there is the blessed Lamp of Christ's Example, to guide the meek in judgment, to illumine what is dark in the ways of Providence. No failure need be feared for the well-trained, well-furnished and patient intellect that looks for help to the Supreme Teacher; that reverently accepts the Bible as its guide-book to the only knowledge that can satisfy and save the soul; that lovingly and prayerfully leads the way to that highest wisdom, whose beginning is the fear of the Lord, whose paths are pleasantness and peace, whose end is life eternal.—*National Teacher.*

Hamilton College, New York.

SOME SUGGESTIONS.

IN the TEACHER for May occurs the following sentence, in the article upon the Kindergarten: "Success in the study of science or language depends upon the mastery of *a certain number of laws or principles.*" I would that every teacher and parent in our land might ponder over it until its deep meaning should be more generally — shall I say admitted? No, for all admit its truth; but I will say, until teachers and parents shall make it the *law* which shall guide them in all their dealings with the young. We have many honest, noble, and hard-working teachers who have long admitted the truth of that sentence; and such are toiling early and late to give the pupil a solid and an enduring foundation on which to build. Yet we have too many who, admitting the truth, have not interest enough in the advancement of those in their care, or do not of themselves possess ambition, or vim, or snap, or whatever else you may call it, enough to urge them to the performance of duties necessary for the progress of the pupil. Now, I may be a little too severe upon the latter class, but I believe such milk-and-water teachers should never be allowed in the school-room. I consider such teachers guilty of the following charges — 1st. They add years to the pupil's work. 2d. They are guilty of a vast deal of discouragement, arising from the fact that the student sooner or later realizes that the foundation of his education was not well laid. 3d. They are huge stumbling-blocks for any earnest teacher who may follow them.

There are too many teachers leading classes through the several studies with the same object in view that an express train has while darting along the iron path, namely, to reach the other terminus. A student led thus only catches a glimpse of truths upon which he should work and think until he fully comprehends. It is this exercise of thinking and comprehending that gives strength to the mind. It is not what we eat that gives strength to the body, but what we digest. It is not what we read, or even commit to memory, that imparts power

to the mind, but what we think over until all is clear as sparkling water. Many teachers fail to teach thoroughly the elements of the studies, and thus fail to give the pupil such knowledge as will enable him very soon to go alone. Let this be sounded far and wide: Success in every study depends upon the thoroughness with which you teach the elements.

I wish now to say a few words upon another subject closely connected with this. I do not say this especially for the TEACHER, although I love it, but more for the good of all those teachers who do not take and read any publication making the teacher's work a specialty. How astonishing that so many teachers can afford to do without an educational journal! Have such teachers so vast a knowledge of human nature, and are they naturally so well acquainted with the workings of the mind and the various methods by which it may be most successfully impressed, and have they naturally such knowledge of the best methods of conducting recitations, presenting subjects, governing, and the rest, that they have no need of help? Look where we will, we shall find that all classes of persons having a desire for improvement and a thirst for knowledge of the doings outside of their own little circle, have recourse to the publications of the day. But many a poor, despised teacher attempts to plod along, seeking no aids. Wake up. Take a publication relating to your work. *Read it.* Compare methods. Select those best adapted for your use, and try them. Be deeply interested in your labors. Put some *snap* into your movements, and you will find the school "coming around like a dancing-master."

SWEHTAM.

EDUCATIONAL MISCELLANY.

IF ever man took large and eager hold on earthly things, and appropriated them to his own use, it is the American. I do not know how much land it takes to raise an average citizen, but I should say a quarter section. He spreads himself abroad, he riots in abundance; above all things he must have profusion, and he wants things that are solid and strong. Our thoughts are mainly on how to increase the products of the world, and get them into our own possession. I think

this gross material tendency is strong in America, and more likely to get the mastery over the spiritual and the intellectual than elsewhere, because of our exhaustless resources. Let us not mistake the nature of a real civilization, nor suppose we have it because we can convert crude iron into the most delicate mechanism, or transport ourselves sixty miles an hour, or even if we shall refine our carnal tastes so as to be satisfied at dinner with the tongues of ortolans and the breasts of singing birds. The materialistic drift of this age — that is, its devotion to material development — is frequently deplored. I suppose it is like all other ages in that respect, but there appears to be a more determined demand for change of condition than ever before, and a deeper movement for equalization. Here in America this is, in great part, a movement for merely physical or material equalization. The idea seems to be well nigh universal that the millennium is to come by a great deal less work and a great deal more pay. It seems to me that the millennium is to come by an infusion into all society of truer culture, which is neither of poverty nor of wealth, but is the beautiful fruit of the development of the higher part of man's nature.—*Charles D. Warner.*

—THE classical tongues are the natural gateway to the modern languages. That these tongues must enter largely into our courses of education is conceded. It is idle to argue either for or against them: they do their own arguing. They push their way into our halls of learning, and if they do not find a place, will make one. Why, then, should not the ancient tongues retire gracefully before them? Why should not the beautiful mother give place to the more beautiful daughters, and get her to a convent? Why not bring our youth to drink of the copious streams of modern learning, and leave the ancient well-heads to their grass-grown solitude and obscurity? I have already answered the question. The thing is neither desirable nor possible nor necessary. It is undesirable, because we can not afford to lose the vast body of literature embraced in the ancient tongues; to forego the knowledge of those excellent tongues themselves, and the stern and healthful discipline imparted by the mind's wrestling with so entirely unwonted, and yet so splendidly developed linguistic organisms. It is impossible, because we can not learn the modern languages thoroughly and philosophically — and this, true of them all, is pre-eminently true of the Romanic dialects — when we have dissevered them from the ancient stock. It is unnecessary, because in a well-or-

ganized system of education, they can all be competently mastered.—The modern tongues are learned, not only most thoroughly, but most economically of time and labor, through their Latin parent.—*Dr. A. C. Kendrick.*

— A LIBERAL education does not denote so much the extent, or the comparative rank, as the *quality* of the instruction given, be it more or less. The phrase is as applicable to the common school as the college. The distinction is plain enough in theory, however difficult may be its practical observance. *Liberal* education is fundamental education, general education, as differing from that which is designed for special, partial, or individual aims. It is the education that enters into the permanent thinking of the soul, making the individual, as far as it goes, a sharer in the mind of the race. It is the culture demanded for *man as man*, instead of the training which is strictly professional, as required for success in certain callings or business pursuits, be they high or low.—*Prof. Tayler Lewis*

— A YOUNG lady in one of the normal schools gave this answer to the question, "How do we know the earth is round?" "They know that the earth turns round, and if it turns round, it must be round, so as not to make any confusion with anything within its reach; if it was square it could not turn round so easy, because it could not balance the corners so very good; as it does not go as swift as some bodies, the corners would be catching into things, while having it round they do not." How the spirit of Galileo must tremble for his worldly honors!.....The students of a college in Maine put the settees in confusion in the chapel of the institution at prayer-time. When the President entered he took in the situation at a glance, and opening the Bible, began reading at the 23d verse of the 10th chapter of Proverbs: "It is as sport to a fool to do mischief, but a man of understanding hath wisdom." The boys saw the point.....The following note, written to her school-mate by a girl who had been absent for several days, illustrates the sweet simplicity of childhood: "Dear Susie, I shan't attend school again until I Get some new cuffs, collars, and jewelry—dear Mama agrees with me that it is my Dooty to take the shine out of that Upstart Mamy Jones, and I 'll do it if I never learn nothing." .....A sweet "girl graduate" of a Massachusetts school recently told an examiner that "Æsop was the author of the Latin fables, covered with hair, and sold his birthright for a mess of potash."

Literary Matters.

THE CHILD: ITS NATURE AND RELATIONS; an Elucidation of Froebel's Principles of Education. By MATILDA H. KRIEGE. A free rendering of the German of the Baroness MARENHOLTZ-BULOW. New York: *E. Steiger*. 1872.

This is the kind of book we are glad to see. Hitherto, when people have prepared themselves to teach, they have thought it quite enough to study the various branches of knowledge to be conveyed; but the truth is that the most important thing to be studied by an educator, is the being that is to be educated.

The name *Kindergarten* has already suggested to all who know how to translate the word, that the children who compose it are living organisms, not to be rudely handled, but, like plants, to be observed reverently and dealt with according to the laws of which their original nature is the expression. Mrs. Kriege, in her modest preface, says, among other good things, that "in one sense there is nothing new under the sun; but a great many apples had fallen before Newton discovered the law of gravitation! A great truth, a great discovery, is not the special property of one individual, nor is it for any one nation alone: it is for the whole human family, and must be of universal application." Very truly may this be said of Froebel's discovery of the science on which the art of child-gardening is based. Its grounds lie patent to all eyes, as much as the falling of apples had always done. Indeed, it seems strange, when we consider how universal are the starved, crippled, perverted, scarred creatures which we all find ourselves to be, as soon as we come to reflect, and while the motherly instinct is universal that all children are to be blessed by the human providence whose highest form is Christ the Saviour from sin; — it is passing strange, I say, that we have had to wait so long for the Newton of the human world to pronounce the law which embraces in its attraction every child of man! Rousseau, hardly a century ago, began the great work of studying childhood, and rediscovered, for France at least, that it was the highest function of motherhood to nourish the mind as well as body of the infant. But Rousseau initiated a great error when he set forth that it was the individuality (that in which children differ) which was the thing to be especially regarded. Out of this error came his false method of isolating the child, and cultivating each one's individuality especially. This made egotistical developments, exaggerated forms of character, which disappointed and discouraged even zealous enthusiasts, and gave a bad name to educational reform. Froebel had a profound-

er, as well as more comprehensive insight. He penetrated the many-colored vestures of individuality to the common nature, and fixed attention on the primal instincts and tendencies which characterize all children. We venture to say that no other has gone so deep as he, and, for that very reason, he made himself so intelligible to all human beings, from the zenith to the nadir of human society. He addresses the common sense, the common heart.— What it took a Newton to discover everybody can comprehend, and everybody can make some use of his principle. The same is true of Froebel; and yet, in both cases, it is true that the very simplicity and generality of the law he has discovered, makes it to the proud conservative a stumbling-block and to the wise in their own conceit — foolishness!

It requires intellectual as well as spiritual humility to learn of the Messiah to children, who, like his Master, takes the little ones in his arms to win their hearts, before he can begin to bless them. He would have the gardeners of those little souls who are still "of the kingdom of heaven," become little children themselves. True education is a mutual process, in which the adult exchanges the lore of the inward world (which she reverently studies in the spontaneity of the children) for the lore of the outward world, which it gives to them — not directly, but indirectly, by guiding them to production of things, through the application of the one law which gives life alike to human culture and the creativeness of God (constituting man in the image of God). This law is *the connecting or conciliating of opposites by an intermediary, and partaking of the nature of each.*

This is done no less, and as much, in the fabrication of every toy, as in the growth of every plant; in every crystallization of nature; and in every — even the highest — spiritual creation. To see how it is done in the fabrication of every toy, and witnessed by the joy of every childish sport, is to have the science of Froebel: to help out, by sympathizing with the child's activity in these things, is to have his art of Kindergartening.

But nothing less than this insight and this wise sympathy is available; and this should create distrust of all practical attempts of those who have not studied the subject both theoretically and practically. A great mischief is being done wherever the name of Kindergarten is applied to the schools of those persons who know the art only by the hearing of the ear, and have not seen it and practiced it. The first thing to be done to promote this vital reform of education — which is so much more than the imparting of instruction (for instruction should always presuppose the educated recipient, who can immediately make thought into action) — is to diffuse books like the one whose name is at the head of this article, which treats of the child's *being* in relation to nature, man, and God — *i. e.*, those spontaneous manifestations common to all children, of the primary instincts, and how they are to be met by promoting interaction with other children and with nature, by bodily sports, by working in the garden, by playing with blocks of the simpler forms and with sticks of various lengths, and combined sometimes with points embodied in little balls of wax or peas, therewith making forms intel-

ligible to the mind, interesting to the heart, and pleasing to the fancy; of weaving symmetrical patterns with straws or strips of colored paper arranged in harmonious order; by cutting symmetrical figures in carefully folded paper, or making pretty forms out of it; by modelling first the ground forms of nature, and then things of beauty in clay; — all under the supervision and with the aid of an adult who must never lay aside the character of a playfellow, except for that of the tender, wise mother, whose aim is to make her child happy as well as good.

Another thing which this book will demonstrate to its readers should be done, in order that Froebel's reform may take effect in this country, is the establishment of model Kindergartens so fast, and no faster, than well-instructed, thoroughly trained, and religiously inspired Kindergartners are to be had. Nothing is to be gained by premature, hurried attempts, and mixtures of the old routine with mere play for *diversion*, instead of the formation of the mind. The very processes good for the information of already developed minds, are a hindrance to the preliminary development of the understanding. First, there must be *formation* of mind, upon the basis of the God-given heart and impulsive will; and then *information* of mind, by bringing external nature to bear in such order as to become instrumentality for it.

There are other books and papers on this great subject, which have been published and are to be published in the United States, of which we mean to speak; and the next time it will be upon Edward Wiebe's "Paradise of Childhood."

That Kindergartening is a subject worthy of the deepest consideration of legislators is intimated by extracts from Plato, to be found in the note to page 65 of "The Child." In his work on the Laws he says:

"'I say that it has been hitherto overlooked in all states that plays have the mightiest influence on the maintenance or non-maintenance of laws, for if those plays are conducted according to laws or rules, and children always pursue their amusements in the same manner and find pleasure in it, it is not to be feared that they will break laws, the end of which is more serious.' In 'The Republic' Plato again expresses himself in much the same manner. He says: 'From the first years the plays of children ought to be subject to strict laws, for if those plays, and those who take part in them, are arbitrary and lawless, how can children ever become virtuous men, abiding by and obedient to law? If, on the contrary, children are early trained to submit to law in their plays, the love for those laws enters their souls with the music accompanying them, never leaves them, and helps in their development.' In scrutinizing Froebel's method, it is strikingly evident that it is nothing else than a detailed commentary on these words of Plato, which have hitherto remained unintelligible, unfathomed, and unappreciated.

"It is easily to be seen that, in our time, when so many new schemes of education have been discussed, Froebel alone has carried out the suggestion that Plato gave in his beautiful language, and made play the basis of his grand educational scheme, play which he has developed organically in all its directions. The anarchy or arbitrariness of play he subjects to laws; he subjects it even to the laws of rhythm, as Plato says, because so many of his plays are accompanied by music."

E. P. P.

Educational Intelligence.

MICHIGAN.

A LATE number of the Battle Creek *Journal* contains the following: — "For the past week or two, our State exchanges have been largely freighted with reports of the examinations and commencements of the various educational institutions which have suspended their duties for the summer vacation. In these reports it is gratifying to see the renewed evidence which is presented from all quarters of the proud position which Michigan occupies in the work of popular education, and of the increasing prosperity and efficiency both of her public schools and of those which are supported by private munificence. The colleges at Olivet, Albion, Kalamazoo, Hillsdale, and Adrian, show that they are in the pathway of success; the Michigan Female Seminary at Kalamazoo, Prof. Sill's Seminary at Detroit, and other schools for the education of young ladies, give proof of having added another successful year to their history; while the State Normal School and the University may clearly be said to have reached a higher mark in the measure both of the work done during the year, and of the promise given of future usefulness, than ever before."……In a late communication to the Detroit *Tribune*, Supt. Doty says that the summer meeting of the Ohio Teachers' Association at Put-in Bay proved so delightful that it was unanimously resolved to hold the next meeting there during the first week of July, 1873, and that "a most cordial invitation" was extended to the Michigan Association to meet with them. He hopes the invitation will be accepted.

PERSONAL.—The Rev. Dr. Hogarth, of Detroit, has been elected President of Olivet College, but has not yet signified his acceptance……Prof. Laird, of the Buchanan Union, has been called to the Presidency of Stockwell College, near Lafayette, Indiana……Some of the recent appointments as Principals of union schools are as follow: Niles—C. B. Thomas, at a salary of $1,800; Big Rapids—D. E. Thomas, at $1,600, *vice* C. W. Borst, resigned on account of ill health; Jonesville—A. F. Cate, of Bloomingburg, Ohio; Central High School, Albion—F. B. McClellan; St. Johns—Robt. E. Bunker; Decatur—S. G. Burked; Buchanan—W. F. Kent; St. Joseph—Prof. Wray, of Illinois; Benton Harbor—Robt. L. Webb; Berrien Springs—Louis H. Roberts; South Haven—Chas. E. Conley; Lawrence—F. M. Banter; Chelsea—Prof. Hill, of Hillsdale; Pontiac—J. C. Jones, a recent graduate of the University……The University *Chronicle* says: "Several members of '72 have already secured

good positions as teachers, and a great many more are 'just about closing' with some school board."……Prof. S. R. Winchell does not resign his place in the Ann Arbor High School, but remains at an increased salary……Prof. A. Lodeman, of Grand Rapids, succeeds Prof. Bengel in the chair of Modern Languages at the Normal School……At the late University Commencement, the honorary degree of Master of Arts was most worthily bestowed upon Prof. W. H. Payne, of Adrian……Supt. L. B. Rinehart, of Cass county, was among the recent graduates at Hillsdale College……E. W. Schreeb has been appointed Principal of the Manchester Union.

MISCELLANEOUS.—Hope College, at Holland, had no formal Commencement this year, there being but one member of the senior class. There were two theological graduates. Prof. C. Doesburg received the degree of A. M. Pecuniary aid is being solicited for the college……Pledges to the amount of $46,000 have been secured toward the new endowment of Olivet College…… During the graduating exercises of the Adrian High School, Prof. Cocker, of the University, remarked that "Dr. Angell had said to him that the schools of Adrian, the buildings, apparatus, and general management were not only the best in Michigan, but the best schools, east or west, he had ever visited-……Four Japanese boys, scions of the nobility, have arrived at Ann Arbor, to prepare for the University at the Union School there……Supt. Case writes from Benzie county that a successful institute was recently held at Benzonia, at which he was assisted very acceptably by Prof. Roberts, of Grand Traverse College. Mr. C. says: "I think our county is alive on the subject of education, and will progress as the resources of the county become developed." ……The report of a committee on county uniformity of text-books was to be made at a convention of school officers held at Lawrence, Van Buren county, on the 22d ult……The total enrollment for last year in the Plainwell Union exceeds by eight per cent the number on the school census-roll, caused by the large attendance of non-residents……Appropriations have been made to the amount of $80,000 at Flint, and of $30,000 at Hastings, for their new school-houses.

OTHER STATES.

The Forty-third Annual Meeting of the American Institute of Instruction will be held in Lewiston, Maine, August 13, 14, and 15, with a very superior programme……The New England Association of Superintendents of Public Schools has resolved that cities and towns should furnish free text-books and stationery to all pupils……There are now 368 colleges in the county, of which 28 are under state supervision. 155 instruct males only; 99 admit both sexes. The whole have about 30,000 pupils……The Peabody Fund appropriated $141,850 to aid schools at the South last year. Under the policy of the trustees, this grant called forth at least five times as much from the Southern people, for the support of schools.

CONNECTICUT.—Yale College has appointed two competent professors to

lecture upon political and social science — branches of the highest practical utility, but hitherto much neglected in our courses of study.

ILLINOIS.—The *Independent* speaks of the Industrial University (Dr. Gregory's institution) as "being in the very front of educational movements in the West." It is proposed to add a "School of Domestic Science and Art," for the benefit of the young ladies in attendance.

INDIANA.—A County Institute, with a promising programme, and to be held for two weeks, is announced to begin in South Bend August 19.

LOUISIANA.—A colored man in New Orleans has recovered $1,000 from the Board of Education, for refusing to admit his child to the public schools.

MISSOURI.—Prof. James Johonnot, of New York, has been secured as Principal, and Hermann Krusi, of Oswego, as a professor, in the new Normal School at Warrensburg.

NEW YORK.—The evening-school system of New York city is to be remodeled. The pay of principals in the city schools has been raised to $3,000, and of other teachers eighteen to twenty per cent. They are also to be pensioned after twenty years' service. The world moves!.....Cornell University has received $400,000 in gifts since its opening, and asks for more..... Mrs. Emma Willard, the veteran authoress and teacher, has finally resigned the charge of the Troy Female Seminary, which she founded 52 years ago.

TENNESSEE.—Fisk University, at Nashville, for colored people, had 370 pupils last year. The concerts of the Jubilee Singers in its behalf have been remarkably successful.....The educational institute on Lookout Mountain has been closed, and the property sold.

FOREIGN.

GERMANY.—At Heidelberg, it is said, there is no language, ancient or modern, which has not a professor competent to teach it.

GREAT BRITAIN.—At the late annual gathering of the Church Assemblies in Edinburgh, the question of compulsory education was debated, but found few supporters.....The annual meeting of the General Baptists of England, just held at Nottingham, gave almost unanimous endorsement to the principle that education in the public schools should be entirely secular.

GREECE.—A writer to the *Liberal Christian* says that the schools, both for Greek and Cretan children, under the charge of American missionaries, have been remarkably successful. One or two of them were founded 40 years ago.

SOUTH AMERICA.—A law for compulsory attendance of children from seven to fourteen, has been enacted for the province of Rio Janeiro, in Brazil..... The President of Ecuador recommends free but compulsory instruction, and other educational measures.....Chili has 676 common schools, with 370,129 pupils. Corporal punishment is not allowed.

SWITZERLAND is said to be the only country in Europe where more money is expended for education than to maintain a standing army.

THE MICHIGAN TEACHER.

Volume VII. . . . . NILES, SEPTEMBER, 1872. . . . . Number 9.

A STEP IN THE RIGHT DIRECTION.

BY SARAH C. STERLING.

A little is being said and written of primary teaching, a little of the qualifications necessary for primary teachers. For the last few years a little more attention has been paid to these departments of our schools; and during these last few years there has been a very small increase in the salaries of these primary teachers. At last slight effort is being made in the right direction; the public mind is being aroused to the importance of this subject; the thoughts of our best educators are being turned into these almost new channels, and many are beginning to realize that these primaries should be made the best, the most perfect, and should receive a greater share of attention than any other department in our school system. They are the foundation, the chief corner-stone, upon which rests the whole superstructure.

The idea has generally prevailed, and still does prevail, to an alarming extent, that to be a primary teacher requires only a very limited education, a very limited amount of brains, with a very limited knowledge of a very limited number of books; to be able to read and spell with passable intelligence; to write a fair hand; to understand the rudiments of arithmetic, — a green, wild, untamed, half-grown schoolgirl, with little culture and less sense; or, perchance, a person of feeble mind and weak intellect, unable to compete with others in the great

drama of life, and for this reason fit only to associate with children. Accomplishments like these are the only requisite necessary to obtain the utmost favor with our school boards and school committees. No, not the only requisites; — one other, and that paramount to all else! Beside this, all other qualifications dwindle into the utmost insignificance: "What is the very lowest minimum price for which this teacher can be obtained?" The first and only idea that seems to arise in the minds of these bipeds, upon the application of a teacher, is: "What does she ask?" "What salary she wants?" "What salary has she been in the habit of receiving?" and every available method is taken to obtain her services at the very lowest possible sum. Sometimes she is blandly greeted with the announcement from these mighty potentates that they pay so much per week to *all* their teachers; that all receive the same salary, no matter what their qualifications or position; that this is done to avoid jealousies, heart-burnings, bickerings, etc., among the craft! — and, with the most benign condescension, she is informed that she can accept the situation or not, as she chooses, with sly insinuations that, provided she does not, there are enough others only too ready to obtain so *valuable* a position, even at a remuneration so meagre, and evidently so insufficient to adequately supply the many needs of a teacher. Nothing is said to her of her qualifications, her experience, her preparation for the work; she is not questioned in regard to her methods of instruction, her system of school discipline, how she would develop certain ideas, whether she would develop them at all; what would be her plan for teaching the different branches pertaining to her department; — she is not questioned with any of these inquiries. No matter though she may have spent hundreds of dollars and her most enjoyable years in a culture and preparation for what she considered, in her eager enthusiasm, a high and noble calling — a life work; no matter though she have taught until middle age is beginning to silver her brow; though she have consecrated her whole energies, her whole soul, all her thoughts have been given to solving the highest problems of education, and seeking the most perfect methods of instruction — and it is only with experience and patience that perfection can come. No matter though her feet be weary and her heart faint with the never-ending toil; still she must accept a position and salary upon a level with some fifteen-year-old school-girl, just out of the multiplication table, who cares for nothing but to get through the days in the easiest possible manner, secure her

salary or pin-money, and spend her evenings with some simple young man who knows nothing more than to give his whole attention to the set of his neck-tie, the fit of his kids, and the quantity of oil upon his hair.

It is a lamentable fact that this is positive truth, and not an overdrawn picture. These are not exceptional cases, but occurrences only too common in our fair State, and I may say also in many others. It is the constant practice in our schools to pay the same salary to every teacher employed. No matter what their qualifications, position or experience, they can stand only at par with others who, in nine cases out of ten, give no thought or care to their work. It seems to us that this is wrong, that there must be a fault somewhere, and that some of these things must be rectified before we can have a perfect school system and a superior class of teachers. Are not our best educators constantly deserting the ranks of the profession, and seeking employment in other channels, where talent, experience, success, may meet with fair consideration, and receive their just dues. It is not the remuneration alone that is the cause of this. It is not agreeable to the self-love of any of us, however much we may depreciate egotism, to be placed upon the same level with others who, we know, make no earnest effort, and do not even so much as desire to attain the same completeness which has been reached only by patient study and wearisome toil.

But, apart from all this, who shall affect to despise even the salary of the teacher — the paltry dollars and cents meted out to her with such supreme beneficence? What generosity! Behold, O ye daughters of Michigan, here is the land flowing with milk and honey! Where else can ye obtain from five to seven dollars per week for your labor, working only six hours per day? Rejoice and be exceeding glad, for great is your reward upon earth! Behold a sum adequate to all your wants. No more toiling and sorrowing for the good which perisheth. No more tears because you must attend the next party of Mrs. Grundy in a dress worn the second time. No more changing and altering and repairing of old garments. No more wakeful nights planning how to make a respectable appearance the next Sabbath. No more of all this, O ye daughters of poverty and toil. Plenty of money for all needful requirements, fashionable dresses, books, papers, and pencils. An abundance for all the little outgoes of life. Board at five dollars per week; washing, fifty cents. Who could not live in

the most princely magnificence upon the surplus. Attend the teachers' associations, which meet so often throughout the State, can she not? During the summer vacation take a tour to the White Mountains, California, Long Branch, or some other pleasant resort so beneficial in restoring wasted energies and giving strength for the coming labor. Certainly, why not? She needs travel, and books, and rest, and recreation. All are alike necessary for both body and mind. And why should she not have them? She will not dare affirm that this surplus of twelve shillings or two dollars is not sufficient for all these purposes! We should like to put this question, with these figures, to every person in the land who is in the least interested in our common schools and our public school system.

At the present day it is expected that our teachers be up with the times. An intelligent public demands intelligent instructors. They must be cultured. Refinement, taste, good breeding, lady-like manners, an unexceptionable style of dress, are the common requirements A good position can not be retained without them. No school board will engage a teacher who fails in one jot or tittle of these essentials. Then she must be alive to all passing events — politics, science, religion, all the new theories and isms; she must be ready to converse intelligently upon all these topics; — in fact, she must be able to hold her position in society. And upon whom does not society make many demands — almost multifarious? Now, how all this shall be accomplished is the great problem which is wearing out the life of our teachers. It is an evil more harassing, and one that is destroying more nerve-tissue and brain-power, than any troubles or annoyances that can possibly arise from the most severe school labor.

Many do not pay full price for their board, thus lessening their expenditures by the saving of a few shillings. But if the board-bill be not paid from the salary, the expense, of course, must be compensated for in some other measure. How large a number of our teachers board, either at home or with friends, their whole time, aside from the bare six hours, being occupied in household duties or the care of children? When the school hour arrives, the vitality is exhausted, and the day is worried through by a cross, fretful, fault-finding teacher, who, without any doubt, under propitious circumstances, would have been all smiles and sunshine, a most valuable instructor, beloved and revered by all her pupils, and her school a model one. How many a midnight hour is spent by toiling fingers in the performance of work

which should be done by the dress-maker, and how many a school-boy pleasure and love of knowledge spoiled by a peevish teacher who, but for these over-strained nerves, would have led them pleasantly in the paths of learning—a cheerful companion, and perhaps a life-long friend.

As a proof of this, let me cite one instance which, a short time since, came under my observation. In my school-teaching experiences, I have met many others equally true. In one of the largest and most wealthy villages of Southern Michigan, a young lady, a graduate of one of our high schools, taught for seven dollars per week. Unfortunately, being of a delicate constitution, she was not able to *work for her board*, and, as a consequence, she was obliged to sacrifice from four to five dollars per week of her salary. She did her own washing, ironing, sewing, etc., but with the most rigid economy she could not furnish herself with a suitable wardrobe in which to appear at church, and thus, from necessity, remained at home every Sabbath through the summer. And this was not all; at the close of the term she had not means sufficient to defray her expenses home, a distance of about a hundred miles, and was obliged to borrow! The year following, she accepted a situation in an adjoining State, at a salary of five hundred.

Allow me to repeat that this is not an exaggerated case, nor an isolated one. From five to eight dollars per week is the average amount paid to all the primary and intermediate teachers in the southern part of our State. In the northern districts they do somewhat better, but only from compulsion. They are entirely dependent upon the caprices of foreign teachers, and hence can not obtain them at such a small compensation; but the expenses of board, travel, etc., are so nearly in proportion that, financially, their condition is not materially improved.

As a consequence of this, our best instructors and finest educators are constantly leaving us to secure other situations more advantageous and lucrative. Our more Western States, and also some others, excel us in the inducements offered to teachers. California, Iowa, Illinois, Wisconsin, Minnesota, all pay fine salaries, and especially to their primary teachers. This is as it should be. It is a step in the right direction. Those schools where the primary departments are considered as the basis, the chief corner-stone of the whole frame-work, are the ones which almost fail of being permanently successful. And ought not these to receive the first care and consideration? Is it not

here that the child receives its first impression of school life? Its soul is fresh and plastic. Just from its mothers' arms, it has found its way to school for the first time. And who shall dare leave a stain upon that pure young heart, which even time or eternity may not efface? Tread softly, young teachers. The casket is precious, and ye know not what germs of future greatness lie there concealed. Angels might well tremble at such a task. How, then, shall we commit it to careless or unskillful fingers?

That a primary teacher should receive a salary equal to any employee in the high school is a point which has long been argued by many, and at last is being conceded by a few; and we hope the day is not far distant when it shall be required that these primary teachers be the most highly educated, the most finely cultured, and that they may in this world receive their just awards, even as well as in the great hereafter.

THE OLD-FASHIONED SCHOOLMASTER.

BY GEO. S. BURLEIGH.

WHATEVER else the "whirligig of time" may have spun off into eternal swoon, never to recover breath, I think the old-fashioned schoolmaster of my boyish recollection has certainly departed this life, leaving a lively hope of no return; and now, with that easy forgiveness that comes in when an enemy is everlastingly out of the way, I say, Peace be to his ashes! I dignify him with the name of "enemy," not because I have the slightest remaining feeling of animosity towards his birchen memory, if I ever had, but from that high moral and philosophical stand-point, aloof from passions and resentments, in which he appears to us to have been the natural enemy of all short-jacketed and pantaleted humanity, and not a little obnoxious to the maturer specimens of the family.

Culture had done nothing for him, and nature little to the purpose; for she, innocent grandmother, thought she was building a wood-chopper and root-grubber of the old style, and so gave him much brawn and only brain enough to save salt. He farmed the land through the

summer and autumn, and then, for the ends of thrift rather than the fitness of things, farmed the children through the winter; and if his twelve dollars a month was small as a salary, it was too much as an equivalent. He was a solemn sort of being, next only to the parson for gravity, but with nothing of the parson's geniality of face and manners. He did not feel so well assured of his place, which tends to self-assertion on doubtful ground; and then, withal, his place was not one that bestowed much precedence among full-grown men and women. School-teaching had been too long the cheap make-shift of unprofessional Haw-Bucks to compel respect from other men. He felt, in a vague way, that the earth still clung to his boots, in their eyes; and that, in supplementing summer's goad with winter's birch, and filling up the dead season of the year with his new office, he did little more than to transfer his empire from the stable to the school-house, with the same sceptre and with only less grace, for the constraint of conscious clumsiness that accompanies want of culture into the wrong place.

I well remember that his very boots were formidable, and symbolical, — *ex pede Herculem*, — as they stood up, under the four-legged desk, in stolid self-sufficiency of imperturbable cowhide; and it needed but little imagination to see the awkward knees bulge out over them, and the great dim specter of authority in hodden grey, or, more exactly, hodden *butternut*, scowling out from their corner, while the solid body of it tip-toed about in slippers, to snick unwary heads and tweak obtuse ears.

To have provoked a smile by some cheerful anecdote would have seemed to him high treason to his dignity; to have seen anything but rebellion in the merry eye of a fun-loving boy would have been to imperil all authority. Many a time have I seen one bright little fellow dragged before his awful judgment-seat because the vivacious black eyes would laugh and snap, though the face were sober as Euclid, and not a dream of mischief had crossed his brain. And yet there was a sort of grim humor in the master's soul, that, by a kind providence, would find pleasure where one less accustomed to the stern duties of judge and executioner would hardly have seen the joke. It is a mercy that it can be so. For example: One little speckle-faced lump of timidity, not remotely related to this deponent, had hit upon the unique and entirely original method of receiving chastisement with his mouth open and a sort of dithyrambic dance on alternating tip-toes, without a

squeak of the usual music accompanying that exercise; and this, and only this, would move the bucolic soul of my boy-herd to an internal gurgle of delight. And, as the gravest judge must have his little recreation, the good man, with proper regard to his invalid cheerfulness, made daily and semi-daily appointments with this lad, to meet him on the floor for a silent dance, for no reason the lad ever knew but the pleasure, not reciprocal, of his company and accomplishments.

The desks of the old establishment were close boxes for two, into which it was difficult to worm them without a screw-driver or out of which to extract them without a cork-screw; and in front of these was a place to hang little boys by their middle. On a certain occasion, which I recall more readily than I can the number of any rule in Murray, an exceptionally tough case of a tall boy was located in one of the boxes, and was requested, for cause, to unwind himself from it and enter an appearance on the floor. The manner of the request, which was full of barnyard authority, or the innate pig-headedness of the summoned, made him slow to comply; upon which Haw-Buck secured a large interest in the young man's shaggy top, and by a dexterous and powerful twist wrenched him out like a two-pronged molar, directly over the head of a suspended juvenile on the front form. The successful operator growled, as he planted the astonished pupil squarely on the floor, "I'll make yer mind! mind neow, ef yer big's the house!" It was indeed such an exhibition of the supremacy of *mind*, that the little fellow who had seen the obscure flight of heels over his head never forgot the lesson, though singularly oblivious of what was set off for him in the book that day; and for days after, if any uncommon bounce was heard in the school-room, he instinctively looked aloft, expecting to see a big boy crash down through the ceiling.

The schoolmaster boarded round, begging his bread, from door to door, like the pauper whom nobody owned, and had the distinguished honor of warming the rheumatic spare-bed in every house, and the pleasure of coming in upon the most untimely occasions — pig-killing, beef-killing, sausage-making, lard-trying, candle-dipping, soap-boiling, or other scene of well-sweetened disorder — making decidedly unsavory a mode of living always precarious. His presence, never desired by any, was especially unwelcome to the small fry who had enough of him in his "kingdom," and altogether too much of him in his "power," to have any desire to see him in his glory.

His large experience with some outlandish quadrupeds he called

"keows" and "ye'rlin's," whatever they are, gave him a limited fund of conversation with the old farmers; and he was sometimes known to tread so far on the "borders of the debatable land" of politics as to avow that his "nat'l 'bilities were Jackson," and that "Printiss [George D. Prentice] had *burlesqued* Henry Clay too high!" which, when we discovered that he meant *eulogized* instead, so tickled us that no lesson of his ever stuck so in the fresh hard-finish of our memories. He entertained the young ladies of the house with his personal exploits when he was "marster in the Rattlesnek Hill Deestrick"; what keepsakes for lockets he had extracted from the heads of big boys; how many had come under the rod in one day; what rulers had cracked on horny hands; and chiefly how he "made that big Jim Bolles, the deacon's son, stan' on one foot and count a thousan' for makin' a *character*" of him, the said "marster," on the school-room wall. It has been conjectured by the learned that he meant "caricature," as the remains of a remarkable fresco are still extant on the plaster of Captain Saunders's goose-house, once Rattlesnake Hill school-house. The base of the pigment being a tallow candle, and soot the coloring matter, it was reluctant to budge. Whitewash could alleviate it a little while, but it would rise again like squeezed truth or Banquo's ghost, and haunt the tyrant. And there it is likely to remain, as the geese it now stares upon are not sensitive about it.

I would that the "character" of the Old-fashioned Schoolmaster were not so ineradicable from the modern school-house, where it blurs the names of better men, preventing the cultured and qualified teacher from enjoying the full measure of his noble deserts in wealth and standing. The minds of old-fashioned people are not yet clear of that rude image, which certainly does more fitly grace a goose-house than a school-house.—*R. I. Schoolmaster.*

—Hardly anything is so fatal to continuous mental growth as constant contact with immature minds. It is the intellectual equivalent of keeping low company. A person whose life is passed among children or boys can hardly be expected to avoid the blunder of supposing that the superiority of which he is continually made conscious is absolute, and not relative. The feeling that he has to be constantly setting them an example is almost certain to delude him into the belief that he has an example to set.

ADMISSION TO THE UNIVERSITY.

THE PREPARATION IN ENGLISH.

BY PROF. MOSES COIT TYLER.

PERHAPS any suggestions upon this topic which I can offer to my fellow-teachers will be of greater service if I state, in the first place, just what the University aims to accomplish in the instruction which it gives in the English language. In my annual report recently submitted to the President, occur the following sentences: — "The great object in view in the instruction given was to develop in the students a loyalty to our own language, and an ambition to be accurate in the use of it; and then to show them exactly what they are to do in order to acquire this accuracy. It may, indeed, seem a humble task for the University to be engaged in, when I report that the study referred to grapples with those lowly topics which properly belong to the common school, namely, spelling, pronunciation, etymology, syntax, and punctuation. Certainly it would be agreeable to me were I able to take for granted a universal acquaintance with these elementary topics, and to direct my classes into the higher fields of English philology. I have thought it best to be guided by actual facts rather than ambitious wishes, and to select the topics in this study according to the needs of the students themselves."

And what are the needs of the students themselves? That need which underlies and includes all others is the need of a *conscience* in the use of our mother tongue; and next to that, of a *pride* and an *ambition* in the matter. Before I can make any headway with my pupils I must get them to displace the grammatical and even moral recklessness which permits them, without remorse or shame, to use slang, to violate the laws of relation between words, to blunder in spelling, to pronounce words with the accent and brogue of American

provincialism, and finally to prepare manuscript in ignorance or disregard of the literary proprieties.

There is a stateliness in the name, University, which is apt to impose upon us with the beautiful hallucination that because a person is inside of so august an establishment, he must certainly be a master of these rudimental and alphabetic subjects. But this is a sphere in which all illusions are barriers to improvement; and I can think of no better way in which to inform my fellow-teachers of the real condition of English culture among our students, than to give them some samples of the orthographic curiosities which I collect from week to week in the essays and speeches which are laid upon my desk. Here are a few gems which I found glittering in essays written by Sophomores: — "axidental", "wrot iron", "meny", "scientiffic", "tital", "imoral creachers", "oppertunities", lucretive", "merchantile", "the vast pararies of the west", "togather", "togeather", "has to pas", "perhapse".

I assure my readers that though the above specimens are gems, they are by no means rarities with us. Indeed, the fields referred to are so rich in this form of treasure, that in almost any batch of a dozen essays brought in for examination, I could promise to find jewels quite as many and quite as brilliant. One year, I had the curiosity to see what I could collect of this kind, from the speeches carefully prepared for Junior Exhibition by members of the classical section of the class then in the third year of its course; and this was the luck I had: — "ageant", "unintelligable" "contrairy", "plausable", "Cipio Africanus", "clowd of darkness", "faverite". I I will add that the samples now given were taken from the writings of students who have been since graduated; but that the supply is still apparently as abundant as ever.

What have we a right to infer, with reference to the state of English culture in the University, from the fact that in every dozen essays written by our students, can be found so many and such gross examples of ignorance and neglect? May we not conclude that, if the students are capable of such outlandish pranks in spelling, they will be equally heedless in the choice and combination of words, in pronunciation, and in the mechanical execution of manuscript? If it were necessary, I could support the implication which this question suggests, by documentary evidence that would be simply overwhelming.

Such, then, is the present state of English culture in the Universi-

ty. It is not meant that every student is addicted to every one of these faults in the writing and spelling of English; but it is meant that there is among us a prevalent laxness in our habitual speech in all these directions, and that the most flagrant faults are common in spelling, pronunciation, the selection and association of words, and in their transcription.

And for all this, who is to blame? Truly not the students alone, or even chiefly. Were they alone responsible for it, it is not before this tribunal that I should bring the indictment; but rather, and only, before themselves. They will bear me witness that in their presence I have not been reserved in my communications upon the subject. I lay the case now before the public, because the public is more to blame for the present degradation of English culture than the particular persons above referred to. The latter are but the victims of the general state of things; even as they are the illustrations of it.

In other words, the fault is in the present mood of the English-speaking race, — in its ignorance of its own language, in its languid appreciation of that language, in its treasonable preference of a little bad French or bad German to any amount of good English; and as a consequence of this, in the defects of our system of popular education, in the frigidity and repulsiveness of our methods of teaching English, in the dearth of good models at our firesides, and in the vulgarity and barbarism of the words to be heard in our streets and to be seen in our newspapers.

When, therefore, the polite request is made to me by the Editor of the MICHIGAN TEACHER to suggest what is necessary for a good preparation in English, I answer principally by stating wherein our students are deficient after entering the University.

The Calendar for 1871–2 states the requirements in English as follows: "Grammar. Also Hart's Lessons in Composition, with special reference to the chapter on punctuation." In pursuance of our plan of steadily increasing the requirements for admission, the next Calendar will substitute for the announcement just quoted, the following:—"Grammar. Also Hart's Composition and Rhetoric, with special attention to Chapter I., Part I., on Punctuation and Capitals, and Chapters VIII. and IX., Part I, on Proof–Reading, and on the study of the English Language."

It will be observed that in this announcement, no particular text-book on English Grammar is insisted upon; and in the examinations

here the test will be rather concerning the ability of students to deal with examples of good and bad English, than concerning their fluency in the recitation of definitions and rules.

But in the transition from Grammar to what may be called the mechanics of literary workmanship, we are obliged to insist upon a particular text-book, simply because that book is the only one as yet in the market which deals so fully and so well with the topics which we desire to emphasize.

The several elements of the training which this department of education comprehends may be placed before the eye in the following form:

1. The proper choice of words.
2. The proper combination of words.
3. The proper pronunciation of words.
4. The proper writing of words:

(a) Spelling. (b) Capitalizing. (c) Punctuating.

I will venture to present some suggestions upon the method of instruction in the topics thus classified. 1. The proper choice of words. The minds of the pupils should be formed to an appreciation of what is meant by pure English words on the one hand, and what, on the other by those canting, vulgar and unauthorized innovations in language which are so freely admitted into our conversation and into our journals. The principles of the growth of language should be explained, as well as the great harm of needless and frivolous additions to our words, and the means of distinguishing between legitimate and bastard English. The nearest examples should be taken for criticism, more particularly the slang floating in the air of the school-room, of the play-ground, and of the street.

2. The proper combination of words. The leading principles of syntax having been learned, the most beneficial practice will be upon the ordinary expressions of our daily talk, rather than upon the remoter phraseology of the poets, or those exceptional and idiomatic phrases which form the staple for grammatical conundrums. The great object should be to lead the student to see that English Grammar is of a practical, personal and daily value to him, and to cultivate in him the habit of self-criticism in his ordinary use of language.

3. The proper pronunciation of words. Repeated explanations should be given of the difference between the educated and the ignorant pronunciation of words, and of the way to ascertain the former

together with criticism upon such illustrations as are furnished by the school-room itself.

4. The proper writing of words. This comprehends the whole subject of the preparation of manuscript; but the first and most anxious care will be concerning spelling. Are we not too much inclined to regard exercises in spelling as primary work, for little boys and girls? Ought they not to be continued to the very last day of preparation for the University, and rather in writing than by the voice?

In conclusion, I would express my earnest approval of the suggestion made by my friend and colleague, Mr. Walter, that culture in English should be an incidental and an ever-present purpose of instruction in all the other branches of knowledge. I am sure that he is right in attributing a good portion of any improvement in English which we may be making in the University, to "the care exercised by the professors in the other departments."

THE COUNTRY SCHOOLMISTRESS.

With a calm face, oft o'er a breaking heart,
And a cold, proud mien, she must act her part;
With quiet, dignified self-control
Reign o'er the emotions of her soul.

For curious, prying, youthful eyes
Watch close the track where her pathway lies,
Seeking, with misdirected zeal,
Some plot to lay 'gainst the teacher's weal.

Or perhaps she has managed to win their love;
But jealousy then will easily move;
She must keep the balance adjusted with care,
Or the cords of love will be drawn in a snare.

In the neighborhood, too, she has dozens of friends,
But none with whom spirit in sympathy blends;
A superficial friendship is due,
But not one heart that is fond and true.

She must be a model, steady and sure —
In her hands is placed a fearful power,
And her work will stand in its best array
Before her soul in the Judgment Day.

Well for her then if the Judging One
Recall to her mind no duty undone,
And her heart can measure its mission of good
By the blessed phrase, "She hath done what she could."

THE STUDY OF ANCIENT COINS.

III. WHAT THE COINS TEACH US OF THE EMPEROR COMMODUS, WITH OBSERVATIONS FROM VARIOUS AUTHORS ON THE VALUE OF NUMISMATICAL STUDY. [CONCLUDED.]

BY ROBERT MORRIS, LL. D., SECRETARY OF THE AMERICAN HOLY LAND EXPLORATION.

OUR seventh coin was struck a year later than the last (TR. P. XI.), and embodies the emperor's march to the Capitol in a *quadriga* or four-horse chariot, to be made Consul for the fifth time (COS. V.) The "stately stepping" of the four steeds is figured in a masterly manner, and impressed on the metal with wonderful perfection of *incuse*. It recalls what Addison, whom we quoted before, has said:

"A cabinet of medals is a body of history. Coining out the life of a ruler, and putting his exploits in the mint, was a sort of printing before the art of printing was invented. Coins tell their stories quicker than books, summing up a whole volume in twenty or thirty reverses. They are, indeed, the best epitomes in the world; for with the cast of an eye you read in them above a hundred pages."

The eighth was struck in honor of the *decennalia* or tenth year's government of Commodus. It exhibits Jupiter Capitolinus sitting as the supreme god of the Romans (*supremus Romanorum deus*), and his sons, Castor and Pollux, the *Dioscuri* of Rome, on his right and left, each holding a fiery steed by the bridle, and, as usual, having each a star above his head. Bible readers will recall the fact recorded in Acts xxviii, 11: "We departed in a ship whose sign was Castor and Pollux" — no doubt a frequent emblem of shipmasters, as we know it was of the Roman moneyers. So an American writer, H. D. Fowle, has said:

"A most important use of Numismatics is as a guide to historical

studies, and a testimony to historic truth. They are authoritative, almost infallible vouchers, as they bear truth *on their faces.* Of all classes of historical monuments, the most explicit, widely-spread, accurate, curious, and portable information is found in, and gleaned from, *Coins.*"

The ninth coin represents an address of Commodus (*adlocutio*) to the soldiers the same year as the seventh coin named above. The letters in the exergue are FIDES EXERCIT., "the fidelity of the army." We learn that when the soldiers went to Britain they were objurgated that they should not make sedition; and on their return to Rome Commodus addressed them and bound them by an oath. This recalls what another American numismatist, R. W. Ogden, has said:

"The study of Numismatics has proved of the greatest usefulness to the historian and philosopher. It has fixed dates and records of history. It has rescued from oblivion many events, the knowledge of which would otherwise have been lost."

The tenth coin exhibits the female effigy of *Roma*, as in the fifth coin above. The exergue reads VIRTVS AVG., "the bravery of Augustus." Behind Roma stands the allegorical image of Victory, writing the words just given upon a shield. The date is that of the fourth coin, and the reference the same. And here it is proper to quote, under this head, the historian of the Middle Ages, the sage Hallam:

"Medallic evidence may be reckoned among those checks upon the negligence of historians, which, having been retrieved by industrious antiquaries, have created that cautious and discerning spirit which has been exercised in later times upon facts, and which, beginning in skepticism, passes onward to a more rational and therefore more secure conviction of what can fairly be proved."

The eleventh coin is one of the most complicated *numismata* I ever inspected. It was struck TR. P. XII. IMP. VIII. COS. V. On the exergue is TELLVS STABIL., "the stability of the world." A semi-nude female reclines under a tree, her right hand placed upon a globe, her left holding a cornucopia and resting upon an urn. Four girls are walking towards her at equal distances (*gradientibus ferentibus*) over the surface of the globe, bearing in each hand gifts. These are emblematic of the four seasons, and the design is charmingly wrought out. The object of the coin was to commemorate the peaceful condition of the empire at that period, and so to encourage the husbandman to pursue his labors in sure hope of reward. Jeffries elo-

quently says: "Objects of little value in themselves may be of great importance in the hands of those who know how to use them."

The twelfth coin in this series gives us, on the reverse, Commodus playing the part of colonist, driving a team of oxen plowing. The ancient form of the plow is precisely conveyed. It was struck TR. P. XVII. COS. VII. He is exhibited, on the obverse, decorated as to head-dress with the spoils of a lion. The motto on the reverse, HER. ROM. CONDITORI, etc., has reference, it is thought, to his demented wish to make Rome herself a colony, under his own name *Colonia Commodiana*, and so, under this guise (*instar*) of the Colonist Hercules, he went before the people on this singular and most insulting coin. The Senate of Rome had dubbed him "the Roman Hercules," on account of his great strength and the delight he took in hunting and wrestling. Before the people he had conquered in seven hundred and thirty-five combats with gladiators. But this coin was among the last insults offered by the royal brute to Rome and the world. Here we quote no less an authority than Alexander Hamilton, who in 1791 wrote:

"The devices to be put upon coins are far from being matters of indifference, as they may be made the vehicles of useful impressions. They ought, therefore, to be emblematical, without losing sight of simplicity."

The thirteenth coin was struck three years earlier, viz., TR. P. XIIII., to commemorate a victory of his generals. The epigraph is MINER. VICT., etc. — that is, *Minerva Victrix*. The principal figure on the reverse is Minerva in full panoply, bearing in her right hand the emblem of victory and behind her an erect trophy.

The fourteenth coin was struck in honor of Commodus by the city of Actium, in the year TR. P. XVI. The music-god Apollo was first called *Actiacus* from that city, and therefore appears with his lyre on the coin. He was also the god of medicine, to whom intercession had been made for the removal of a pestilence that occurred in the year named. Dio, the historian, describes this plague as something fearful: "In one day there died at Rome more than two thousand persons." The sacred games, *Apollinares Ludi*, were revived for relief from this national calamity.

Alexander Pope wrote concerning coin-studies:

"Ambition sighed; she found it vain to trust
The faithless column and the crumbling bust;

Huge moles, whose shadow stretched from shore to shore,
Their ruins perished, and their place no more;
Convinced, she now contracts her vast design,
And all her triumphs shrink into a coin."

The fifteenth specimen exhibits on the obverse our stalwart hero, like the twelfth, clothed in the lion's skin, under the effigy of the Roman Hercules — for so, says Lampridius, he loved to be called. On the obverse the brawny god is seen standing before a lion, the whole scene drawn with much skill. It was struck TR. P. XVIII., and has HERCULI. ROMANO ("to the Roman Hercules"), etc., for an epigraph. The occasion of this coin was probably the circumstance of Commodus killing a lion in the amphitheatre during that year.

Rev. Charles Boutell gives this evidence of the worth of numismatical study:

"Not only are many of the ancient coins executed with a genuine feeling for art, and more particularly for that expression of art which is appropriate to the works of the moneyer, but in their types and legends they also exhibit truly felicitous conceptions expressed after the most effective forms."

The sixteenth coin was struck in honor of Commodus by the city of Thyatira, mentioned in Revelations i, 11, as the site of one of the seven churches of Asia to whom the exhortations of St. John were addressed. Many cities of Greece struck coins to the emperor in their obsequiousness, but this one, probably, in acknowledgment of favors received from him. On the reverse we find the goddess Pallas, or Minerva, who was chiefly worshipped by the citizens of Thyatira, and Æsculapius, who had a famous temple in that city. On the exergue, in Greek letters, is the word "of the Thyatireans." Around the portrait, on the obverse, in Greek characters, is seen: AV. K. M. AVRE. KOMODVS, viz., Emperor (Autocrat) Cæsar (Kaisar), etc.

Sir John Bowring expressed his regret that modern coins are so little like those of antiquity, which were among the most interesting and reliable of historical records. In these times metallic tokens are confined to medals commemorating particular events, instead of using the coins of the country for that purpose. He adds: "There is no reason why a metallic currency should not be the vehicle of historical instruction. Why should not coins be made the recorders of interesting events?"

The seventeenth and last of this French imperial series of Commodus at the Louvre was struck by joint accord of the two cities Ephesus and

Laodicea, both named among the sites of St. John's seven churches. These two cities had formed a confederation of friendship, for which reason we find the word OMONOIA in Greek on the coin before us, signifying *a covenant.* The emblems are those of the two cities, viz., for Laodicea, Jove holding in his right hand an eagle, in his left his spear of divinity: for Ephesus, Diana the many-breasted (*polymammam*), singing throughout the whole world. The eagle is the unerring emblem of Jove. Two stags, one on each side, are sacred to Diana. The date of this coin can not be given.

A scholarly writer of Boston, Dr. Winslow Lewis, elegantly says:

"Thus the strength and energy of Alexander, the brilliant genius of Mithridates, the philosophic calmness of Antoninus, the obstinate ferocity of Nero, and the brutality of Caracalla, are as plain on their coins as on the pages of history."

Add to this the testimony of Prof. R. E. C. Stearns upon this subject, and we will close:

"To the numismatist the love of money is *not* the root of evil. His love is not the greed of the miser or spendthrift, but the ardor of the philosopher. He glorifies his coins, not for their commercial value, but for their historical associations. If money is worth what it will purchase, *his* money is *most worthy*, for it purchases *truth*. A panorama of past centuries rolls before him, as he fingers the objects in his cabinet. A long procession of great events sweeps by, the rise and fall of nations and of men whose emblems and effigies, embossed upon their money, have outlived the national life. More eloquent than written history are these *tacit* coins."

—The mind is, indeed, in one sense empty, and needs to be filled. It is yielding, and needs to be impressed. It is rude, and needs polishing. But it is not, like the marble, the wax, or the vessel, a passive recipient of external influences. It is itself a living power. It is acted upon only by stirring up its own activities. The operative upon mind, unlike the operative upon matter, must have the active, voluntary co-operation of that upon which he works. The teacher is doing his work only so far as he gets work from the scholar. The very essence and root of the work are in the scholar, not in the teacher. No one, in fact, in an important sense, is taught at all, except so far as he is self-taught. The teacher may be useful, as an auxiliary, in causing this action on the part of the scholar. But the one indispensable, vital thing in all learning is in the scholar himself.—*Hart.*

ELEMENTARY GRAMMAR IN DISTRICT SCHOOLS.

BY PRINCIPAL N. A. EARLE, OF PAW PAW.

[An Essay read before the Van Buren County Teachers' Association.]

WE have reached a point in the march of educational thought when the question is no longer whether a knowledge of Grammar is necessary to the average citizen; but instead we have the question — How shall it be taught? . . .

It has been said that a great truth must not be repeated too often, lest the familiarity of the sound destroy the force of the precept. Yet at the outset I wish to notice an axiom that has been repeated so many times that I sometimes fear we forget that it has any meaning at all. I shall state nothing new or original, therefore, when I say that the great, first element in all successful teaching is a clear and exact knowledge of the thing to be taught. First master the subject, then teach. We all accept this as true, yet how few feel the real force of the truth! More especially is this faithful preparation needed by the teacher of our common schools in Grammar than in any other study. A large portion of the parents of our district school-children never studied Grammar. The child can get no aid from them, but is thrown entirely upon himself and his teacher. And what if his teacher fail him? Children come up to the school almost universally possessed of the idea that Grammar is a hard, dry study — something to be dreaded, and thought of only with a shudder. They shrink from it as from a surgical operation. Yet I have heard a teacher — no, not a teacher, but a school-keeper — exhort his class of little novices in Grammar to be patient and persevering, and to study hard and not get tired or discouraged, for they had a long, hard task before them, and one which they would have to study about two years before they would begin to see through it, and then, says he, then you will begin to like it, and it will be easy. What sort of introduction is that for a child who comes to a study with his mind already so prejudiced against it as to

require the skill of an adept to secure his attention, win his confidence and show him that he has been deceived? — for deceived he certainly has been.

How shall teachers obtain this preparation? I answer, by studying not one but several standard authors carefully and thoroughly, comparing them at every step. No one is or can be a grammarian who has studied but a single work. I might go farther, and say that no one can completely master a single work without studying others. I once heard a teacher at an examination, when asked to give the active voice, indicative mood, of a certain verb, say that she knew nothing of voice or mood, having studied Sill's Grammar; and she evidently considered it an ample justification of her ignorance that Mr. Sill had written an elementary treatise on Grammar, discarding these properties of the verb. So case, conjunctions, and prepositions were things unthought and unknown. The fault was not in what she had done. She had studied a book well, had committed it thoroughly, could recite it from title-page to finis; but she had not studied Grammar at all. Sill alone will not make grammarians, neither will Kerl or Bullions or Harvey, or any one man's ideas. But when you have thrown away your reverence for books, and instead of studying them you study the grand science of which they profess to treat, yet which is immeasurably above and beyond them, then may you think yourselves on the way toward the goal; and if you continue on in that way, you will soon be feeding your pupils out of the depths of your own rich possessions. Everyone, then, whose opportunity for study has been limited to one or two books, should get the names of several standard authors, it matters not what ones, send for their works, read them carefully, compare them thoughtfully, examine their points of difference, study the thought, the expression, the reasoning of the different authors. It is only in this way that a broad, comprehensive knowledge of the subject can be obtained.

And now, how shall we teach beginners? . . .

It will be a good thing for our pupils when we all come to know that books are not an absolute necessity — that when we are about to organize a class of beginners in a study, it is not necessarily the first step to send off an order for books. In the study of Grammar, as in many other things, much depends on the idea that the child forms of it at the outset. To receive his favor it must be made interesting and attractive. All experience goes to show that the way which carries with it the least chance of doing this is to place a book in his hand at

the start, and tell him to commit so much for the first lesson. The question we have so often heard comes at once to his mind: "What is the use of this, and what good will Grammar do me, any way?" By the way, that is a question that I never yet heard answered satisfactorily to a pupil who asked in the genuine spirit of doubt and disgust. The substance of what the teacher says in reply is generally about this: "It is just as necessary that you should know Grammar as it is that you should know Arithmetic or any other study." But this will not do. The child does not believe it. From the very nature of the case he can not believe it. He sees at once that in order to buy, sell, trade, and get on in the world, it is necessary to be able to add, subtract, multiply, and divide. He does not know how to do this, but Arithmetic will teach him. But he is conscious that he does know how to talk. He understands all that is said to him, and can always make himself understood. When the teacher says that Grammar will teach him to talk *properly*, he says, "I don't intend to teach school. I guess I can talk well enough to be understood, and I'm not going to worry my brains over this book two or three years for the sake of the *proper* there is in it." It is one of the best evidences of the successful teacher that his pupils never think of asking these questions; and if Grammar is rightly taught, they never will ask them.

[CONCLUDED NEXT MONTH.]

EDUCATIONAL MISCELLANY.

THERE is a double reason for strenuously upholding an unsectarian public school system. On the one hand, the responsibility of securing to every child an education is too important to be delegated by the State — the organic representative of the whole people — to any other authority. And, further, if we had assurance — which is far from being the case — that every denomination would provide for its own children, we do not want them to do it. The pastor and the parent can do all that ought to be done to secure denominational fidelity. The public school must ensure to the child some width of view, some knowledge of and sympathy with members of a different class from his own. Nor does he learn alone to look beyond sectarian lines: he meets in the public school those of a different class in society

from his own, and of a different race: he is a member for a time of a pure democracy. And that is good training for an American child.—*Christian Union.*

— All really good teaching must spring from and be founded upon character in the teacher. All other qualifications sink into insignificance compared with this transcendent one. No matter how learned a teacher may be, no matter how thoroughly he may have studied the science of teaching, no matter how many diplomas of normal schools and colleges he may have: if he have not character he is but sounding brass. Not what one knows, but what he is, makes him a power in the school-room. All great and good teachers are so because they are great and good men and women. And in this age of shams, it needs to be reiterated that here appearances avail nothing. No canting hypocrite can stand the eager scrutiny of a hundred sharp young eyes. No weak, false, ignorant, low-minded man can conceal his weakness, his falseness, his ignorance, his low-mindedness, from the youth with whom he comes in daily, intimate contact.—*A. F. Hamilton.*

— The nation most quickly promoting the intellectual development of its industrial population, must advance as surely as the country neglecting it must inevitably retrograde.—*Liebig.*

— The following neat reply was made to a school examiner, who asked, "What is the difference, little boys, between a Christian and a cannibal?" A boy of ten, noted for a good appetite and a consequent love of fun, said with a grin, "Why, master, I'll tell yer — one enjoys hisself, and the other enjoys other people."....."May I go out, sir?" "No." The boy repeated the question presently, and receiving another negative answer, advanced toward the door to go out. "Where are you going, sir?" asked the teacher, sharply. "Two negatives make one affirmative," answered the boy, walking out....."I am sorry to hear, my dear boy, that you have failed in obtaining a prize again this quarter. You must be very wooden-headed." "Yes, papa, I'm afraid I'm a chip of the old block."....In a suburban school of New Hampshire, the word "psalter" was defined to a visitor as signifying "more salt."....If saw is the past participle of see, is saw-horse the past participle of sea-horse?.....A miser's first rule in arithmetic is addition, but his heirs generally begin with division.....The conjunctive mood: Thoughts of matrimony.

Hints for the School-room.

HOW TO USE INSTITUTES.

SEVERAL hundred teachers in this State will attend Institutes before the fall and winter schools open. The great majority of these will enter upon their work without the addition of a single method to their programme, or of a definite idea or fact to their culture. They will have heard, been pleased or bored, have gone away with a weary sort of satisfaction at having done their duty — and that is all. They teach the next term no better than they did the last. Some will have derived benefit from acquaintances made at the meeting, from the social pleasures enjoyed, from comparison of experiences and statements of the means and ends of fellow-teachers. These often outweigh the elaborate efforts of the lecturers. Others have picked up principles and facts which go to their general culture, and will by and by crop out in better teaching and a richer life. The few have borne away every leading fact and principle presented, and have in mind every method taught. How? *By noting it down at the time of its statement.* Except in the case of minds of extraordinary quickness and tenacity of grasp, this is absolutely the only way to receive large benefit from Institute teaching as now conducted, or from public talks of any kind. It has been saddening to see a crowd of passive, inactive teachers at an Institute for which the State pays $20 to $25 a day, or into which Superintendents and others are putting their best energies, and reflect that scarcely one of them will return to his school a whit wiser than when he left it. But the prompt entry in a note-book of every important statement made; the reviewing and fixing the notes in mind at the close of each day or session; the careful criticism of the whole Institute work upon returning home; a consideration of the circumstances under which the next school is to be taught, and selection of such new methods or improvements in old methods as may seem practicable there — these can hardly fail to send the Institute attendant back to his school-room more hopeful and more efficient.

OPENING SCHOOL.

The first day of school is an important one to the teacher; for his success or failure depends upon the arrangements made that day. It is highly important to his success that he become acquainted beforehand with the wants of the school. If he neglect to do this he is apt to make serious mistakes, and not having any plan to work by, is wavering and doubtful how to proceed. This the children perceive, and form their opinion of the teacher accordingly. A prompt, energetic teacher — one who can decide a question in the best manner instantly and finally — can not fail to secure respect and confidence.

The first thing to be accomplished in opening school is to make a good impression. This can be done by talking in a friendly manner to the children; telling them some little story, or explaining to them the object of attending school. Nothing can prove more injurious to a school than for the teacher to assume a commanding, arbitrary manner, showing the rod to intimidate the children, and using threats to enforce obedience. The children immediately brace themselves against such treatment, and secretly resolve to transgress the rules at every chance they have. Thus a spirit of rebellion is aroused in their young minds, which no after acts of the teacher can counteract.

I do not think it necessary to have many rules. A few, strictly enforced, are better than many violated daily. It is possible for a teacher to enforce rules in the spirit of kindness, and it is necessary for him to be firm and resolute, yet pleasant and cheerful. It is a poor plan to let the children do as they please the first week, and then undertake to control them. If the bars of order are once let down, under pretence of seeing what the children will do, and who are the leaders, it is not so easy to put them up again. The better plan is to insist upon having order, perfect order, the very first day. Doing this, it will be comparatively easy to require it the whole term.

It is necessary for the teacher to enlist the affections of the children as soon as possible. Respect, however, must precede love. Children generally form their opinion of the teacher the first day. If his manner then is such as to secure their respect, he will be likely to gain their love, and be successful in his labors.—*Maine Jour. of Ed.*

Before entering upon the next term, go to the Director or Town Clerk, and study carefully such parts of the school law as bear upon your work. Notice particularly what records you are to keep.

HOW TO PREVENT WHISPERING.

1. Explain to the school the effects of whispering on their success. Show that you realize how difficult it is to control one's self, yet that constant effort and devotion to the lessons will enable one never to think of whispering.

2. Secure the assent of your school to help enforce a rule of strict non-communication — *i. e.*, no whispering, no writing notes, or on slates; no communication of any kind.

3. Secure their assent to having it marked opposite their names on the "Roll of Honor," which is on the blackboard, every time they communicate.

4. And that ten or twenty such marks, according to circumstances, cause the erasure of the name from the "Roll of Honor."

5. At the close of each recitation, or each half-hour, or each hour, call upon the whole school to rise; then request those who have communicated to take their seats.

6. Let it be perfectly understood that there is no *crime* in communication, but that it is best for the school that they should not permit it.

7. Give a recess of ten minutes every hour.

8. If a pupil prefers to lose a minute of recess for every mark, let him make the exchange.

9. Never grant the request, "May I speak?" If a pupil needs anything (a pencil, for instance), let him make known his wants to you, and give him your whole attention until they are met.

10. Keep a careful watch over your school, but do not let them know that you are watching, nor that you see everything.

11. If a pupil report incorrectly, speak to him privately, never publicly. In aggravated cases, change the seats of pupils.

12. Make strict non-communication your mark, and never give up trying to reach it.—*California Teacher.*

Rev. A. D. Mayo, in a late address to the Cincinnati Normal School, stated his whole theory of corporal punishment as "that it is to the school what the criminal court and its penalties are to society. To whip or strike a child puts him at once into the criminal class in your room; and to do this for a small offence is like putting a citizen in jail for lying, or anger, or anything except a dangerous offence." We trust this suggestion will be thoughtfully considered.

SOME POINTS FOR YOUNG TEACHERS.

Do not assign a lesson for young pupils to prepare in half an hour which, to prepare yourself upon so as to hear without a book, would require two hours.

Have common sense enough not to expect your pupils to be more thorough in the lesson without a book than you are with the book.

Be just enough not to use a book at a recitation when you do not permit the pupils to do so.

Have a definite, fixed length of time for your recitations, and never overreach it,

If you are forgetful, make a pupil in your class monitor, to tell you when to stop the lesson in time to hear the review, or give the preparatory drill.

Introduce every recitation by reviewing briefly the preceding lesson.

Conduct the recitation with a view to having the pupils realize the few points involved.

Take time, before excusing the class, to recapitulate points made.

Just before assigning the next lesson, give *preparatory drills* on the coming hard points.

Be sure the whole lesson has tested the *reasoning power*, not merely the memory, of your pupils.—*University Monthly.*

While natural and joyous thinking is healthful, the nervous effort to cram for recitations is as detrimental to health as it is destructive of good scholarship. Two hours' hard study on an interesting lesson, attended with thought and mastery, is less exhausting than an hour's nervous fussing over a lesson that neither interests nor secures earnest thought. What our pupils need is more real study, and less superficial skimming and cramming. We believe that study is conducive to health, but much depends on its *conditions* and *amount*. Most pupils who are required to prepare two and three lessons out of school bring to the task a nervous anxiety which forbids clear thinking and undermines physical vigor. But it is not enough that teachers be careful not to overtask their pupils. They should aim to increase their health and physical vigor. More attention should be given to ventilation, temperature, posture, and other hygienic conditions, and there should be daily attention to physical training, including proper breathing, vocalization, etc. Scholarship secured at the sacrifice of health is very dearly bought.—*E. E. White.*

Current Topics.

THE State Association of County Superintendents will meet in Lansing on the 12th, 13th, and 14th instants. This may well be regarded as a meeting of considerable importance. Since the summer session of last year, a good many changes have been made in the Superintendency, and most of the new men, probably, will be present to learn the views and methods of the more experienced. The tangible results of five and a half years of the County Superintendency in Michigan, and a year of the Compulsory Attendance Law; the actual value of institutes, public lectures in behalf of education, the recent steps for county uniformity of text-books, school visitation, and the circulation of professional literature, as measured by their effect upon the schools, will doubtless receive some attention and discussion. But the search for and adoption of ways and means for the maintenance of the Superintendency itself will, we suspect, be the nearest business of the Association. That this system will stand in imminent peril at the next session of the Legislature, careful observers will not deny. We have reason to believe that candidates for the Legislature are securing nominations, or being put forward in a quiet way by enemies of the law, for the express purpose of aiding to destroy it. The customary resolutions and petitions against the system, always easy for resolute men to procure, will be showered in greater profusion than ever upon the next General Assembly. We hope most earnestly that wise measures may be devised at this meeting to avert the impending danger, even if nothing else should be accomplished.

WE have often felt the wish that our State Educational Associations were greater forces in the commonwealth; and are confidently assured that they might become such, with a more thorough organization, the detail to special duty, either singly or in committees, of leading educators in all parts of the State, and the consequent greater value of the transactions of the Associations and the wider interest taken in the meetings. How much matter of permanent importance, for example, might be brought out by the assignment, a year before its public production, of competent investigators to report upon any of the topics named above, or the condition and progress of education (as is done by the New York Teachers' Association), or the changes in school legislation, or the "new departures" in courses of study and methods of instruction? Our workers will reach something like this by and by.

THE Annual Report of the President of the University makes a very excellent review of the last year's work, and an interesting exhibit of the condition and demands of our great school. The reports of the professors in charge of the several departments possess especial interest. We extract the following section from the President's report:

"It is with great pleasure that I refer to the first year's experience in forming a quasi-organic connection between the University and the High Schools. It will be remembered that if the Faculty, on the report of a Committee of Inspection, approve the work of a school, then the University receives without examination the graduates of that school, provided their certificates from their school board or superintendent declare that they have successfully pursued all the studies required for admission to our Freshman class. This promise to receive the graduates of the schools binds the University only for the year in which the inspection is made. Last year we received 50 Freshmen on certificates, viz., 8 from the Detroit High School, 8 from Flint, 7 from Jackson, 8 from Kalamazoo, 1 from Adrian, and 28 from Ann Arbor. We see nothing in the result of the experiment to deter us from repeating it.

"Those who predicted the filling up of the Freshman class with poor material, or the lowering of the standard of scholarship in consequence of this step, have proved false prophets. Of the Freshmen who were 'conditioned' or 'failed to pass' at the examinations of the past year, a decidedly larger percentage is found in that portion of the class which entered on examination than in that portion which was received on certificate. This is only one test, it is true. But the indication which it furnishes that the students who entered by certificate were on the whole better prepared than those who entered after examination, is in accordance with the general impression which the daily class-room work has made on the instructors of the class. There is the very strongest evidence that the effect upon the schools which stand in this new relation to the University has been most helpful. It has lent a new stimulus to the scholars, teachers, and friends of the school. The visits of the Committee of Inspection have been received as gratifying proof of the interest of the University in the schools. The conferences with the teachers and superintendents have been instructive both to them and to us. We have frankly and kindly suggested methods of improving their work, where suggestions were needed, and they have enabled us to see exactly what is possible for them to do. We are thus able to co-operate wisely and intelligently for the same end, the most thorough preparation of students for our classes. The schools become thoroughly identified with us in our work. When the high schools generally in the State shall have so far advanced that the University can establish this relation with them, we shall have a completely graded system of substantially free public education, stretching from the primary school through the University to the completion of a professional course.

"Committees of the Faculty have this year, in compliance with invitations, visited the schools at Ann Arbor, Adrian, Jackson, Flint, Kalamazoo, and Pontiac. The Faculty have voted to receive graduates this year from all the above-named schools save that at Pontiac, which has no class ready for us this year. If the quality of teachers in that school next year is as good as at present, it will doubtless earn a place by the side of the best schools. Other schools announce that they will be prepared to invite inspection next year. Though our plan is still subjected to some criticism, I am convinced that if it is executed with discretion and prudence, it can be made productive of great good to the schools, the University, and the State. There is hardly any feature of our work which seems to me more interesting than this."

A SIMILAR report from the Principal of the State Normal School would be cordially welcomed, and might prove highly useful in removing some popular misconceptions as to that institution. We have been interested in the reports of the methods of instruction adopted by Professors Putnam and Bellows, as published in *The School*. A good point is made by the latter, in his report from the Department of Mathematics:

"The experience of the past year in the professional instruction of the class of pupils to which I am now referring [those connected with the Training Class], has tended greatly to confirm the opinion I have long entertained *that the successful solution of the problem of Normal School work is to be sought by making use of the subject-matter of the several departments of study as a means of illustrating and enforcing the theoretic principles developed in an antecedent course of elementary training.* Much has been said, by one and another, concerning what is termed *academic work* in Normal Schools. Many have expressed the opinion that such work is wholly out of place, and utterly inconsistent with the design of such institutions. This might readily be granted if mere instruction in the subject-matter of the sciences were the ultimate end and object had in view. Such a state of things, however, is vastly different from such a *subordination of academic instruction as is consistent with its use as a means, as simply the apparatus by which proficiency in the art of teaching is to be secured.* It is not at all my intention to enter upon a discussion of this question, or even to refer to it as a point upon which there is any real difference of opinion among those whose conclusions are based upon any considerable practical experience, rather than upon a mere theory. I mean simply to indicate the spirit with which we have aimed to study the subjects which have engaged us during the year. If we have pursued the study of Arithmetic, it has not been to learn Arithmetic as such, but *to learn how to teach it.* If our pupils have thus *incidentally* learned anything concerning the mere subject-matter, I am the more assured of their teaching well what they have also learned how to study."

PROF. Daniel B. Briggs, of Romeo, has been nominated by the Republicans of this State as a candidate for Superintendent of Public Instruction. He is a nephew of the late Governor Briggs, of Massachusetts, and a graduate of Williams College. He was admitted to practice at the bar, but preferred educational work. Coming from New England to Michigan some years ago, he successfully conducted the Romeo, Ann Arbor, Jackson, and more lately the Mount Clemens Union Schools. During two terms he served with great popularity as Superintendent of Schools for Macomb county, and was for a year President of the State Association of County Superintendents. He will bring to his new duties high character and mental abilities, comparative youth, and thorough enthusiasm for the work. We suppose there is little doubt of his election.

THE Teachers' Institute to be held at the Normal School during the six weeks beginning September 17th, offers a very superior opportunity to those who can not attend the school for a full course. It will be conducted by the Normal Faculty, with competent assistants from abroad, and its instruction will cover the whole field of district and primary school work. We are heartily rejoiced that this new branch of normal teaching has been opened.

Literary Matters.

THE Classical Series of text-books edited by Professors Chase and Stu. art, and published by Eldredge and Brother, Philadelphia, now comprises eleven volumes, which have obtained considerable celebrity for the purity of their text, based as it is upon the best manuscripts and printed editions, for the clearness, conciseness, and accuracy of their notes, and their beauty of typography. The latest issues, which are before us in handsome and cheap 16mo volumes, are *The Eclogues, Georgics, and Moretum of Virgil*, and *The Histories of Livy*, Books i., xxi., and xxii., with selections from other Books. This beautiful Latin, we venture to say, has never been put in better shape or with more advantageous aids for the students' use. It is printed in "the new orthography which is the old." We notice, however, that the capital V, adopted for the modern U in the *Livy*, is not retained in the *Virgil;* and that the spelling of Virgil [Vergil?] is not uniform.

A First Latin Book, introductory to Cæsar's Commentaries on the Gallic War, prepared by Prof. Daniel G. Thompson, of the Springfield (Mass.) High School, is published by S. C. Griggs & Co., of Chicago. It bears the imprint of the famous Riverside Press, on heavy toned paper, and between elegant covers. The book is prepared for use with any of the principal Latin grammars in our schools, for which it furnishes exercises for practice upon the principles learned. They are selected chiefly from the Commentaries named above, to which the book makes an admirable introduction. It seems to meet an important want, and will doubtless come rapidly into use.

A Norwegian-Danish Grammar and Reader (same publishers), by the Rev. C. J. P. Peterson, compresses the simple grammar of this language within 82 pages. The rest of the volume is given up to idioms, proverbs, and selections from the Norse literature. It is a neat and serviceable little manual, which may be freely commended to persons contemplating European travel or who have intercourse with Scandinavian immigrants. Additional interest is lent to the study of this tongue by the close correspondence of many of its words with ours meaning the same, as *fly, flok, fader, anker, god, beder, bedst.*

The American Elocutionist and Dramatic Reader, by Prof. Joseph A. Lyons, (E. H. Butler & Co., Philadelphia,) opens with an unusually elaborate and valuable introduction, giving the physical and æsthetic views of elocution and a first-rate chapter on vocal culture, including a thorough analysis and de s-

cription of the vocal apparatus. The selections comprise extracts from the speeches of Schuyler Colfax and other living orators, and close with Graham's fine ode on the Burning of Chicago.

McGuffey's *New Juvenile Speaker* (Wilson, Hinkle & Co., Cincinnati) is a fresh collection of suitable extracts — two hundred and sixteen being given in two hundred pages — with a brief but sufficient and well-put introduction. A novel feature appears in choruses for concert singing, speaking, or reading. The book is remarkably cheap and useful.

The Elementary Music Reader of Prof. Jepson (C. C. Chatfield & Co., New Haven; Jansen, McClurg & Co., Chicago), prepared for use in public schools, appears in a new and improved edition — we could wish with better paper and binding. It is designed to occupy the musical studies of a school for a year, which we should think might be profitably expended upon it.

Dr. Jos. C. Martindale has added another to his list of text-books, already somewhat numerous, by the publication of *Human Anatomy, Physiology, and Hygiene* (Eldredge & Brother, Philadelphia). His medical studies have especially fitted him for this line of work. The principal topics of hygiene are grouped together and very well treated in a single elaborate chapter. An appendix gives much valuable instruction relating to poisons, disinfectants, care of the sick, etc. The illustrations and printing are superior.

The publication of the *Science Primers* (D. Appleton & Co., New York) has been commenced with the *Chemistry* of Prof. Roscoe and the *Physics* of Balfour Stewart. They are very beautiful and compact little manuals, written well down to the comprehension of young children, and are just the books with which to begin science-teaching in primary or intermediate schools.

The New American Primary and *Pronouncing Spellers* (E. H. Butler & Co., Philadelphia) present a distinctively new feature in this, that after the first fifty lessons the principal exercises are each headed by a picture from which the words for spelling are easily deduced. This adds immense value to the books. An older but not less meritorious feature is the careful grouping of words according to their relations, as to clothing, home, the body, and the like. The second book gives especial attention to pronunciation.

Henkle's *Test Spelling-Book* (Wilson, Hinkle & Co., Cincinnati) contains four thousand words of some orthographic difficulty, with dictation exercises and suggestions to teachers. It will be serviceable to examiners and teachers who make spelling a specialty. The dictation exercises are full of curious information.

Albert Lunel (Harper & Brothers, and Jansen, McClurg & Co.) is a novel whose authorship is erroneously attributed to the late Lord Brougham. The story is dull enough, but some matter of historic interest may be gleaned from the scenes that relate back to Washington's day.

MINOR TOPICS.

We have also received Fleetwood's *Life of Christ*, from Wm. Garretson & Co., Columbus, O.: the *Boston Lectures* for 1872, from the Congregational

Publishing Society, Boston; Thomson's *New Series of Arithmetics*, Clark & Maynard; Monteith's *Comprehensive Geography*, A. S. Barnes & Co.; some advance sheets of the new edition of Colton's *Common School Geography*, Sheldon & Co.; the *Annual Report* of the East Cleveland Board of Education, with a manual of the schools; an account of the Celebration of the Humboldt Centennial and opening of the Iowa Institute of Science and Art at Dubuque; a valuable pamphlet on *Obligatory Education*, by Secretary Northrop, of New Haven; and *Catalogues* of the Northwestern Normal School at Republic, O., the Inland Normal School at Inland, O., the Iowa State University, Illinois Industrial University, Northwestern University, Illinois, Carleton College, Minnesota, Michigan Normal School, Detroit Female Seminary, and of the public schools of Three Rivers and Plainwell, Michigan.....Dr. Cocker, of our State University, has in press an elaborate work on *Christianity and Modern Thought*.....Jesse Olney, the veteran geographer and educator, died recently in Stratford, Conn.....A few of the new books whose titles suggest some novelty in their contents are Meredith's *Every-day Errors of Speech*, Grier's *Studies in the English of Bunyan*, Eggleston's *How to Educate Yourself*, Berner's *First Lessons on Health*, Hopkins's *Manual of American Ideas*, and Monteith's *Series of Object Readers*.....Lee & Shepard will shortly publish a translation of a magnificent French work on botany, with 1,500 illustrations. .....Wm. Wood & Co. have just published new editions of those old favorites, Brown's *Grammars*, thoroughly revised by Supt. Kiddle, of New York city. .....The veteran Clark has prepared a new *English Grammar for Beginners*. .....A new system of free-hand, model and object drawing is to be illustrated and taught by a series of slates, with a *Teacher's Companion*, soon to be published. They are by Walter Smith, Director of Art Education in Massachusetts.....An entirely new series of colored illustrations in natural history is being published by Prang & Co. It consists of a number of large pictures, each exhibiting a representative of a family of animals or plants, with its leading characteristics plainly delineated, and each large picture accompanied by an envelope containing twelve small pictures of animals or plants of the same family.....The publishers of *Webster's Unabridged Dictionary* lately filled an order for sixteen copies from Colombo, capital of the island of Ceylon, in the East Indies. During May, they had two orders from Japan for 80 and 36 copies, respectively; also one of twelve copies from Constantinople; and the month before 99 copies were sent to the China and Japan markets from San Francisco. Webster's *Speller* keeps up its sale of nearly one million copies per annum.....The *Mayhew College Journal* is a neat and well-filled sheet, the first number of which has been issued from the Mayhew Business College, Detroit.....Theodore Tilton's famous paper, the *Golden Age*, is striking valiant blows in behalf of the "Liberal Republican" movement. Those who wish to get the best presentation of this side of the case will not fail to send for it.....No other literary magazine in this country gives so much attention to education as *Old and New*. Its papers upon all topics treated evince sound scholarship and deep thought. We esteem it as one of the most versatile, cultivated, and ably edited periodicals we know.

Educational Intelligence.

MICHIGAN.

ASSOCIATIONS, INSTITUTES, ETC.—The fall series of State Institutes has been appointed as follow: Lapeer, Aug. 19; Lansing, Aug. 26; Saugatuck, Allegan county, same date; Traverse City, Sept. 23; Ithaca, Gratiot county, Oct. 7; Dundee, Monroe county, Oct. 14; Ypsilanti, Oct. 21: Burr Oak, St. Joseph county, Nov. 11.....A Normal Teachers' Institute, to continue six weeks, will be organized at the State Normal School Sept. 17, "for the benefit of those who expect to go out after a few weeks to engage as teachers in the winter schools." The necessary expenses of attendance, including board, will be $20 to $30.....A County Institute was to be held by Supt. Kingsland at Berrien Springs, Aug. 28 to 31.....Supt. Lafler, of Osceola county, is arranging for an institute at an early day.....The Educational Convention held at Lawrence on the 8d ult. adopted a uniform list of textbooks for Van Buren county. The teachers of the county held another convention at Lawton, Aug. 23 and 24. These frequent conventions, under the efficient management of Supt. Kellogg, are a notable feature of the school work in Van Buren.

SCHOOLS AND SCHOOL-HOUSES.—Supt. Brokaw makes a good report of the last year's work in the Lansing schools. Of his modified Kindergarten he says: "At the commencement of the year it was thought advisable to introduce into the new primary room, 2d Ward building, some of the features of the Kindergarten. While this system contemplates beginning the training of children at an age much younger than they are generally sent to school, yet the limited amount of room allowed to this department made it necessary to exclude all under five years of age. There has been during the entire year an average attendance of nearly seventy scholars, which is more than twice the number usually placed under the care of one teacher. * * There is no question but that the system, as taught by Froebel, must be greatly modified when introduced into the American schools; but the little we have used proves that it is practicable, and the success with which these few features have been introduced has more than met our expectations.".....The committee of citizens appointed to inquire into the condition of the schools of Kalamazoo and the causes of complaint in regard to them, has prepared a report recommending some slight changes in respect to the system of checking and the keeping of children after school hours.....Grand Rapids appropri

ates over $30,000 a year to its public school teachers.....A correspondent of the Ionia *Sentinel* speaks thus of the school there: "It is a thoroughly organ ized union school, and our children can receive, here at home, liberal educations. * We have no hesitation in saying that our school is as good as Albion, Ypsilanti, Olivet, or Ann Arbor, for the purpose of laying the foundation of a liberal education, or preparing scholars to enter upon a college course." He mentions Principal Ewing as one "who seems to have been made for school-teaching."..... The *Odd Fellows' Companion* for August con tains an engraving representing the Odd Fellows' Institute building in Lansing, now in course of construction. It will be a very handsome and spacious edifice, containing about three hundred rooms, and costing $300,000, when fully equipped. A library of 1,500 volumes and a fine philosophical apparatus have already been collected.....Supt. Hamilton, of Gratiot county, has secured $500 from the State Relief Commtttee, to aid in rebuilding the school-houses burned in his county last fall.....Harrisville, the county seat of Alcona county, in the far north, and now containing about 200 inhabitants, has already a fine school-house, to be finished with all the modern improved.....A recent gale damaged the new school-house at Birmingham, Oakland county, to the amount of $2,000.

PERSONAL.—The University is losing some of its best men. Prof. Winchell has accepted the Presidency of Syracuse University, at $5,000 a year, and Prof. Wood takes a professorship in the Stevens Institute of Technology, in Hoboken, N. J., at $3,000.....Prof. N. H. Winchell, formerly of the Adrian Union, has been appointed to a chair in the Minnesota University, and also State Geologist.....Edw. Danforth, formerly Principal in Grand Rapids, and now Deputy State Superintendent in New York, was recently elected President of the New York State Teachers' Association.....Rev. L. D. Chapin, late professor in Michigan University, has been appointed Chancellor of Ingham University, at Leroy, N. Y.....Dr. T. H. Sinex, formerly of Albion College, has been elected to the chair of natural sciences in the University of the Pacific.....President A. K. Spence, of Fisk University, Tennessee, late professor in our University, was recently ordained in Ann Arbor as a Congregational minister.....Prof. John A. Banfield, formerly of Michigan, and for some years Superintendent of the schools of Topeka, has taken charge of a Congregational Church in Paola, Kansas.....Supt. Hutchins, of Ionia county, has resigned, to take charge of the public schools in Baraboo, Wis. His county and the State thus lose a first-class worker.....L. V. Dodge, a recent graduate of Hillsdale College, becomes Principal of the schools in Wooster, Ohio, at $1.800 a year.....Ex-Supt. Manning, of Shiawassee county, accepts the principalship of the schools at Kellogg, Iowa.....Supt. Brown, of Wayne county, has been nominated for Congress by the straight-out Democrats of the First District.....Albert H. Burch has been appointed Superintendent of Schools for Van Buren county, *vice* Rev. A. D. Stowell, resigned.....Lindsey Webb, Principal of the Niles high school, has been appointed assistant teacher in the State Reform School.....We add the following to the list of new Su-

perintendents of union schools: Stewart Montgomery, Battle Creek; F. M. Hamilton, Lapeer; A. J. Wood, Peatwater; J. C. Clark, Cassopolis; E. M. Belsher, Newaygo; N. A. Barrett, Saline; Geo. A. Slayton, Quincy; Samuel Dickie, Dansville; S. W. Baker, Ovid; E. M. Joslin, Lawton; M. E. Latham, Charlotte; Jas. O. Butler, Mason; E. T. Curtis, Calumet; A. C. Martin, Bangor.....Lester McLean, a late graduate of the University, is the new Principal of the Pontiac high school.....C. F. Beatty, a University graduate, has taken a place in the Coldwater Union.....Miss Kate Brearley, so long and favorably known in the public-school work of Michigan, has been engaged as Preceptress in Kalamazoo College.....Miss L. M. Low, a graduate of Adrian College, is the new Principal of the Lansing high school, at $700.....Miss M. F. McCanly, of Jeffersonville, Ind., becomes Preceptress at Niles..... Miss Grace L. Wallace, of Jackson, has been elected Assistant Principal of the Albion Union.....Miss Annie E. Alexander, for more than twelve years a teacher in the Saginaw Union, has been offered a salary of $900 to superintend the Tawas City schools.....Geo. R. Malone, lately in charge of the Grand Ledge schools, is about to become editor of the *Independent*, of that place.....Lucius E. Hawley, one of the live teachers of Mason county, has just been appointed Postmaster at Riverton.

OTHER STATES.

The census shows that in 1870 there were 141,629 schools in this country, with an attendance of 7,200,988, and an income for the year of $95,402,726. The teachers number 186,570.....For the first time since 1860, the school moneys due the counties of Alabama for any one year have been paid.....B. G. Northrop, Secretary of the Connecticut Board of Education, has engaged to take charge of education in Japan, at $10,000 a year.....$63,000 have been raised to revive Franklin College, Ind., which will re-open this fall..... A band of Sioux would have captured the inmates of a school-house on the Western plains some weeks ago, had not the teacher seen them charging upon it and rung the bell furiously, thus calling the neighboring soldiers to the rescue.....Boston has increased its annual expenses $39,000 for the benefit of its teachers' salaries.....Since Dr. McCosh became President of Princeton College, it has received $1,000.000 in gifts. Most of the Eastern colleges are becoming very wealthy. It is said that Mr. Cornell is about to give another half-million to the University bearing his name.....Only *one per cent* of the children in Boston are not accounted for as in the schools, or otherwise receiving education.....The State Teacher's Association of Wisconsin unanimously endorses the plan for a National University.....Beloit College has in attendance a full-blooded negro, an Indian, and a Turk.

FOREIGN.—Prof. Blyden, of Liberia College, has found a Mohammedan University, with a thousand students, in the interior of Africa.....Gen. Hazen, in his late work on Germany and France, attributes all the disasters of the French in the late war to the defective moral and intellectual training of the people. Their schools, he says, are poor and ill attended.

THE MICHIGAN TEACHER.

Volume VII. . . . . NILES, OCTOBER, 1872. . . . . Number 10.

GRAMMAR IN DISTRICT SCHOOLS

BY PRINCIPAL N. A. EARLE, OF PAW PAW.

[Concluded.]

I WOULD show first the necessity of language. Begin at the beginning. The pupils are all conscious of thinking: they know that they have thoughts. Show that they could have thoughts without expressing them, but that, in order to make our wants and desires known to others, we must have some means of communicating thought. We have that means, and call it language. In one case we receive it through the ear, in the other through the eye; one we call spoken, the other written. Show the sameness of these in various ways. For instance, a girl writing a note to a friend, telling her that the teacher is cross, brings about precisely the same result as if she had whispered it in her ear. Scholars are always interested in what they understand, and they feel that this is nothing more than they knew all the while, though they may not have thought of it. They will now be ready to tell you, as soon as you ask, that language is made up of words, and that everyone of these is necessary and has a meaning.

This much done, and the pupil feeling that he knows it and that it belongs to him, he is well started in his study. I would next begin the classes of words, or "parts of speech," as they are called, and would show first the necessity of these. In order to speak of a certain thing to another, we must give that thing a name, it matters not what,

but a name it must have, or we can not tell anything definite about it. These names of things we call nouns. I would then ask each one of the class to give a noun — the name of something in the school-room, then of something at home, then of something seen on the way to the school; and so, in many ways, the child can be made to understand this class of words.

This teaching should extend through several days, as long as necessary. The great mistake is made in going too fast with beginners. We think we make things so plain, and the child seems to grasp them so readily, that we are in danger of passing on too rapidly. So I should be very certain that the pupil comprehends fully the truth that all names are nouns. He should write sentences on the blackboard containing one noun, two nouns, or three, etc., the others of the class noting carefully what is done. His ingenuity can be taxed and his knowledge brought out in many ways, all more or less valuable, in proportion as they require him to exercise his own thought. Then give the class such a sentence as this: John and Henry invited John and Henry's cousin to come and see John and Henry; and ask if it sounded just right. Everyone would say no. Then, with just as little help as possible — and they will need but little — they should be made to correct the sentence. So the convenience, if not the absolute necessity of a class of words to use in the place of nouns can be shown. These are pronouns. Teach them what the word pronoun means, and also the meaning of all the technical words used in the study. Do not be satisfied with telling them what conjunction, preposition, etc., mean, but see that they understand the meaning. Teach the composition of the word, the meaning of the root, the prefix or the suffix alone, then of the combined element. A clear idea of the meaning of the terms used will be found of immense value to the pupil.

Next the necessity and use of the adjective can be shown in some such way as this: Take some noun — apple, for instance. Show that in order to tell anything about it, we apply to it a descriptive word — red, yellow, large, small, sour, sweet, ripe, mellow, etc. Vary this exercise, and practice the pupils in as many ways as possible upon this class of words. One pupil may give a noun, and the others apply adjectives to it. The adjectives may be selected from a page in the Reader. Give them sentences with adjectives in various positions — before the substantive, after it, separated from it by several words, in predication, etc. Have them first note the nouns in a given sentence,

then the adjectives belonging to each. Let the test always be — does this word describe a noun? Keep constantly reviewed all that has been learned by daily questioning and practice.

With these three parts of speech learned, the pupil may undertake the verb. Ask John to give a noun. He gives boy, horse, ball, or some other. Take the word boy, and write it on the blackboard. Ask Mary to tell what the boy does. She says runs, or plays, or studies. Write the word runs on the board, making a sentence with boy for the subject and runs for the verb. Ask the class if the word boy is the name of anything, if they ever saw one, if he was large or small, good or bad, if he could do anything, etc. Then ask them if they ever saw a runs, if a runs can be good or bad, large or small, if it can do anything. Ask them if it sounds right to say "a runs." Finally ask them if it is a name at all. Then I should go on to tell them that it belongs to a class of words that we use to tell what objects are or what they do. The need of this class is easily shown; and by beginning with short sentences they can soon be taught to distinguish the verb. It must be noticed from the first that the verb is not always one word, but that it includes all the words necessary to express the act or state. Do not teach the verb abstractly, but always in a sentence, and always notice the noun or pronoun which is its subject. In this way the distinction and relation between the nominative and verb is made clear in the pupil's mind from the beginning.

The adverb can be taught in a way similar to that in which the adjective was brought out. We need to tell how, when, where, or why an act was done; so we must have a class of words for this purpose, and we call them adverbs.

At this stage of the pupil's progress, considerable time should be spent upon two special points: 1st. His knowledge of words already learned, their differences, the reasons why they are what they are, should be expanded and fully established. He must understand that words do not belong to a certain class, and to that class alone, but that the same word may in one case be an adjective, in another a noun, etc., and that in all cases the class to which a word belongs is determined by the office it performs, rather than by the letters and syllables of which it is composed. Precept is of no value alone, here or elsewhere. These differences in the use of words must be illustrated and exemplified over and over again. The intelligent teacher will readily find means for doing this work. I illustrate by a single example:

Harry is well. Jane writes well. They dug a well.

Here we have the same word an adjective, an adverb, and a noun. The pupil can easily be made to see the difference. So the same word may be a noun or a verb. In all cases the student should be required to furnish other examples than those given by the teacher, of all the points developed.

2d. Proceeding from what the pupil has already gained in his practice and study of words, the idea of the sentence can be developed with value at this stage of his advancement. Having mastered the noun, pronoun, verb, adjective, and adverb, in giving examples and studying the uses, differences, and properties of these, he will be constantly making use of sentences. He can easily be taught what a sentence is, and the main elements composing it. In studying the noun and the verb, he has already formed something of an idea of what the subject is and what the verb; and a little care will clearly define his conception of them and their relation to each other. A small advance from this, and the object is added to his store, carrying with it an idea of the transitive and intransitive relation.

Let him understand that while words may be put together so as to express nothing definite or complete, a sentence is the full expression of a thought, and that it is a unit. If one of the principal elements be taken away, the sentence is unfinished and the sense destroyed.

While studying sentences, the remaining parts of speech can be brought out incidentally. The necessity and use of them are easily explained and understood. They can all be taught familiarly, using everyday language of the school-room or playground.

When children begin to see that grammar is not something shut up between the covers of a book, but that they make use of it in every word they speak, whether they will or not, then words assume a new importance to them. A child loves to know that it speaks correctly, and as educated persons speak. This feeling can be made to serve a good purpose in studying language. Hence frequent and varied exercises in correcting the more common errors of speech should be had. But do not be too formal in correcting. For pupils of the grade I am at present considering, one rule is sufficient: Does this expression sound right? If not, what should we say? All the rules and formulas by which the young student is so often bewildered are comprehended in this one brief statement, and it is enough.

With the parts of speech well learned and the idea of the sentence

mastered, the pupil is prepared to advance in the study. I should have him do this by starting anew from the beginning. I do not mean a review of the work just described. There is another road leading from the same point. I can but briefly indicate the work that can and ought to be done.

Language is made up of what we call elementary sounds, which are represented by letters. The classes and powers of letters should be carefully taught; also the kinds and sizes of letters in which they are printed, the marks used to denote sounds of letters, rules for the use of capitals, next syllabication, then words, their elements, classes according to number of syllables, according to formation, according to use, the names of syllables, accentuation, pronunciation, and two or three of the more general rules for spelling, the use of the hyphen, etc. All these should be carefully taught. I would then give the class considerable exercise in the composition of sentences, with special regard to the use of capital letters and punctuation. The use of the period, marks of interrogation and exclamation, etc., can be learned by any child who has learned to read.

When the child has completed the work up to this point, I should introduce him to a text-book. On opening the Grammar for the first time, instead of finding a "mass of strange ideas dressed in strange language," he is surprised and pleased to find that he knows very much of it already. Instead of becoming confused, discouraged, disgusted, he finds a genuine satisfaction in every lesson, and his study will be proportionately intelligent and his progress rapid.

The average scholar, with the amount of time that can be given to the subject in the generally crowded state of our schools, will require at least two terms to do this work well and completely. I think it can be accomplished in that time, and firmly believe that the amount of knowledge acquired in that time can not be imparted in twice the time by any teacher who confines himself and his class to a book.

Some teacher may say, "Now, if I begin with my class in this way, I shall not stay more than three or four months with them, and then somebody will bring in a book with all its arbitrary definitions and spoil what I have begun." But this is of no great force, for it will be found that three months' intelligent oral teaching will do more for a beginner than any other course, whatever evils of books may be thrust upon him thereafter.

THE KINDERGARTEN. — V.

ATTEMPTS IN AMERICA.

BY ELIZABETH P. PEABODY.

I WILL not speak of the ignorant—though sometimes innocent—attempts, which have disgraced the principle of Froebel in America, where for some years many unscrupulous persons have given the name *kindergarten* to any infant school that proposed to ameliorate the old primary school with plays, music, and object lessons. The cause also is still kept back by calling the Pestalozzian schools, of which object teaching is the characteristic, and where reading and writing are taught, *kindergartens*. Object teaching, to a certain degree, is involved by necessity in the kindergarten; but what characterizes this institution, whose name was given to it by Froebel the Reformer, for the purpose of making a marked distinction between his own primary method and all schools whatever, is just the fact that the children are called on to examine and analyze no objects whatever at first, except the works of their own hands, nor afterwards any but the materials used in these works, and those analagous or in immediate connection with them. For he said it is not objects merely, but *objects in their connections*, which organize the mind.

The first kindergarten strictly according to Froebel's idea, that was begun in America, was Miss Alma Kriege's, in Boston, October, 1868; and at the same time Madame Kriege proposed to train a class of pupils as kindergartners, on the method of the training-school in Berlin, where the Baroness Marenholtz-Bülow has lectured gratuitously for several years. She had herself attended those lectures, and taken full notes for the express purpose, according to the Baroness's desire, of their being repeated in America, in connection with her daugh-

ter's kindergarten; where the practice of the art could simultaneously be *observed*, and in which those who would learn the method might gradually learn to *practice* by assisting. Miss Kriege also, on two afternoons of the week, took this adult class by themselves, and taught them how to do all the work, and the *rationale* of every occupation and play, and how they justified the principles of infant psychology brought out in her mother's lectures.

There have been four classes of kindergartners taught, since 1868, by Madame and Miss Kriege; and most of their pupils are in successful operation in the United States, one in South America, and one has just been engaged to go to London, after a year of success in the vicinity of Boston. But a great hindrance has been experienced by nearly all these teachers, from the want of understanding by the public of the present scope and value of Froebel's method. People have not understood that it is a radical reform of primary education, as hitherto practiced; that its aim is, first, a guidance of the blind spontaneity of play to production for the accomplishment of those ends God has in view in giving the instincts, whose expression is in childish play. These ends are the knowledge and use of the body: — its grace and agility; by the reaction of its own bodily sensations, and of the world outside of the body. The mother generally performs her task measurably well, because her love for her child leads her to study and seek to gratify its desires. The kindergartner performs hers in proportion as she embodies this mother's method of love, which Froebel has studied into and explained and formulated — not in words merely or mainly, but in exercises for the infant faculties, in the line of their spontaneity. A child well gardened does not know its letters perhaps, but has learned to see analogies and differences between things within its reach; to appreciate all the general properties of matter, and to know their names; the sensible relations of things; practical cause and effect; the virtue of laws and conditions; the generation of symmetrical form; the development and sharpening of the senses; skillful manipulation with the fingers; and so much development of the understanding as necessarily comes from talking over their intentional production of simple effects and little toys. Froebel believed, and all strict kindergartening shows conclusively, that when the aim is simply *so much*, and *no more*, children are prepared much more effectively for instruction in reading and writing and the elements of science, and for the operations of beautiful and useful art, than when specific instruc-

tion by reading is anticipated. The kindergarten age Froebel made to join on directly to the period of mother's nursing. He would have it begun as soon as the social instinct begins to make children troublesome in the nursery (at three years old, on an average), before any habits had had a chance to become *disorderly*, but when, by generally suggesting suitable materials and ways of action, orderly and pleasing effects might be produced by themselves, which at the same time should train their faculties and give them ability, in due proportion to their capabilities. His method meets and obviates the bad effect of treating children, on the one hand, like little kittens and lapdogs — in an entirely arbitrary, if in a kind manner; and, on the other, of treating them as if they already had a degree of development of mind which can appreciate abstract instruction. The child at the kindergarten age is in the process of *formation of mind*. He comes into the world a susceptibility of pain or pleasure, which is *the heart* (that beholds the Father in Heaven, but is wholly blind to the world without), and a blind force of will which issues from the heart, but is ignorant of how to compass its desires. And the office of the educator — who is first the mother, and should next be the kindergartner — is to put these into such relation with its own little body and the world outside of it, as to develope *a mind*. For the mind begins to be individualized with the first recognition and reciprocation of the mother's smile, and grows a great deal of arithmetic and geometry — not in an abstract, but in an experimental form; and, what is of vaster importance still, a precise knowledge of the vocabulary used in the kindergarten. When parents shall understand that this is the aim, they will co-operate and assist, at least so far as not to hinder the kindergartner, who ought to follow out her method and compass her ends without being interrupted by suggestions of doing something else than what her kindergarten training directs her to do.

It has been and is *my* aim to help prepare the public mind for this just and generous treatment of educated kindergardeners. The second edition of my own and sister's "Moral Culture of Infancy, and Kindergarten Guide," in which I did my best to remedy the evil I had done by the first edition, in which I had merely given an account of my own first attempt at a kindergarten, which was an ignorant and rash one, before I knew the method myself; my report on kindergarten culture, in Gen. Eaton's Report for 1870; "The Child, in its Relations to Nature, Man, and God," by Mrs. Kriege; and a circular of

information about kindergartens in Italy, just now issued by the National Bureau of Education in Washington, and which contains a translation of what seems to me the best statement of the grounds of kindergartening, by the Baroness Marenholtz-Bulow; — these will, I trust, do something to enlighten the public mind to receive this gospel for children.

This article is intended to supply the place of the one from Mrs. Kriege's pen, promised in your August number. For Mrs. Kriege and daughter have gone to Europe, to rest for a year. Perhaps she will send us some account of kindergartens in Europe from thence.

Meanwhile, as the last important item respecting the present state and prospect of the kindergarten in America, Miss Maria Boelte, the lady alluded to in the Report of National Education in 1870, and in my Plea in "The Artisan and Artist Identified," as willing to come to America, to keep a normal school and kindergarten, is engaged by Miss Haines, 10 Gramercy Park, New York, to come to New York this fall, and keep a model kindergarten in connection with her own celebrated and superior school for young ladies, and she will take a class of ladies to train both theoretically and practically — which is especially fortunate, since the training-school in Boston must lapse while Mrs. and Miss Kriege are absent.

I wish that every great normal school in the land would send to Miss Boelte its most accomplished graduate, to learn of her how to keep a model kindergarten, and have in connection therewith a class of kindergartners to be trained; so that, by another year, or in two years, there should be genuine kindergartners everywhere.

I am sure that, resting on this foundation, our magnificent public school system would prove to be perfectly effective. With children prepared, as only kindergardening can prepare, to enter upon reading and writing, the primary, grammar, and high schools would prove to be all that we have been hoping from them — hitherto in vain, because the children go to them with minds half developed and often perverted.

— DOES the mental plantlet require less tender nurture than the nursling of the garden? Are the consequences of unskillful training less disastrous in the former case than in the latter? Shall we do less for the one than the gardener does for the other?—*Illinois Teacher.*

THE TEACHER AT WORK.

LAST winter I taught school in the country. Forty-nine pupils presented themselves before me the first day. The weather was cold, but I was at the school-house early, and had it comfortable before the children began to arrive. As they came in, I endeavored to make their acquaintance by friendly conversation.

I had prepared myself with a clock, and had it suspended on the wall above the blackboard. Precisely at nine o'clock I tapped the bell, and all was quiet. After a few opening remarks, I requested all of the pupils who read in classes above the Fourth Reader to prepare a lesson in arithmetic, and each pupil to select his own place of commencement in the book, and to leave all his work on his slate for my inspection. About fifteen of the larger ones were then set to work, while I engaged with the smaller ones. I called in order for those who read in the First, Second, Third, and Fourth Readers, took the names of those in each class, assigned them a lesson, with the request that all who could should write the first paragraph on their slates and bring them along when they came to recite. In this way I ascertained that fifteen of the pupils were without slates, and had never used them. Five could not read at all. I next called for those who had, during this time, been preparing in arithmetic, examined their slates, formed them in classes, and assigned lessons. I had now secured all their names, and had learned something of their former classification, which, of course, had afterwards to be greatly modified, my object being to *get around* and ascertain as far as possible the material with which I had to deal.

HOW MY PUPILS ALL GOT SLATES.

The last thing in the evening before dismissing, I requested each of the small pupils who had not a slate to bring one the next day, and as an inducement to do so, I promised to give each one of them a nice, new slate pencil. That evening I procured ten new slates, costing fif-

teen cents each, and one hundred slate pencils, costing thirty cents. Next morning all had slates but six. These I supplied, telling them that they might pay for them at any time, or return them at the close of the term.

HOW THE SLATES WERE USED.

With the point of a sharp knife I ruled each slate in both directions, thus dividing it into small squares. With the small pupils I commenced with the most easily made letter, O. Taking hold of their hands I showed them how to move the pencil around from right to left, and directed them to make "round O" in each of the squares. Had the slate not been thus laid off, the children would not have known where to commence nor when they were done: as it was they were delighted to see their work in such regular order. In this way all of the script letters were taught, and in a short time they were able to fill their slates with such words as ox, cat, etc. The all-important thing in this work is for the teacher to show repeatedly just how each letter and word is made, and never fail to examine the pupil's work or to encourage, by kind words, their every effort.

RESULTS.

By using the slates in this and various other ways, much of the time of the pupils was pleasantly and profitably employed, which otherwise would have been spent either in idleness or mischief. And before the close of the term, every pupil from the First to the Fifth Reader was required to read at each recitation a part or all of his spelling or reading lesson from the slate before reading it from the book. While this was going on with the smaller ones, I had classes in nearly all of the school branches. One class even went through Robinson's Algebra.

I have spoken thus minutely of the management of the less advanced pupils, from the fact that teachers are apt to make their greatest efforts upon the opposite class. Forty pupils who can not read, and know not how to study, must not be neglected on account of a few advanced scholars. The above is my plan for keeping small pupils employed. Others may have a better. But I am quite certain that pupils should do ten times as much writing as they do. Instead of *studying* spelling lessons, they should *write* them.—"*Decatur*," *in the Indiana School Journal.*

We met him recently, down in Plymouth county—a teacher who

does his own thinking. And so we asked him, "What do teachers most need in their work?"

"Practicality," was the immediate answer. "Many of them teach only the dead book: their pupils study the dead book, and learn nothing beyond it. They ought to teach so that the pupils can use their knowledge when they leave the school. For instance, their pupils will solve all the problems in the book about the contents of a load of wood, but can not go out and measure a load, and find how much there is of it."

"They do not teach their pupils to think."

"No. They do not themselves think of anything except the book, and of course require no independent thought of their pupils."

"Would you have the teacher lay aside the book in teaching?"

"If a teacher can teach without the book, it is safe to let him use the book: he will not abuse it. If he can not teach without the book it should be taken away from him."

"How do you make teaching practical?"

"I do not confine myself to the book; I use the blackboard for everything; I bring in objects. I have two-foot rules, graduated to inches, at all the blackboards, and every class measures and computes the area of all parts of the school-room, even to the window-panes. I send the pupils out to measure the wood-pile, and compute its contents; they measure the school-room and compute its capacity. I go to the grocer, ask him for a box, bring it to the school-room, have the pupils measure it and find how many feet of boards it took to make it, how many pecks it will contain, and how many gallons.

"This is our arithmetic. Other branches are treated in a similar manner. We have all our blackboards covered, twice the same day sometimes, with maps drawn by different classes; the pupils locating on the map the physical features and the places about which they study."

"Many teachers say they have so many classes they have not time to teach after this manner."

"I will not have so many classes. I divide all the pupils sent to me by three. I will divide them according to their *height* before I will have more than three classes in the school."

"Whence do pupils get their ideas — from books or things?"

"I find that pupils have not much idea of anything which they can not see and handle. My teacher used to say, 'Make things tangible.

to your pupils. I never really knew what it meant till I began teaching. I find that anything of which pupils can get an idea by knocking their heads against it, is tangible."

We opine that this man has common sense enough to make his teaching practical. There is no power in knowledge, unless we can use it.—*Massachusetts Teacher.*

EDUCATION IN SWITZERLAND.

BY HON. R. G. NORTHROP.

A VISIT to over a hundred schools in the different cantons has greatly enhanced my appreciation of the Swiss system of public instruction. The Swiss are a progressive people, and their excellent educational system is both the evidence and cause of general advancement. It contains some features worthy of imitation in America. The schools are supported by the state, free to all, well attended, and are highly prized by the people. In the studies of geography and arithmetic their methods are inferior to ours. But in language exercises, history, and drawing, they greatly excel. The mastery of the mother tongue is the first aim. The culture of the expressive faculties is made very prominent. They justly regard language as not only the medium of thought, but the chief agency in cultivating the memory and the taste. The disciplinary influence of language study is kept in view. To talk well is held to be a noble art. The daily school duties aim at this great attainment. Choice selections of poetry and prose are committed and recited almost daily. Starting early, the memory is trained to commit with surprising facility. I have been greatly pleased by the recitations of poetry by young pupils, long passages being given without hesitation or mistake.

The fact that there are three races in Switzerland, German, French, and Italian, and that these three languages are spoken in the Federal Assembly as well as in commercial intercourse, gives a practical interest to the study of the modern languages. Besides one's vernacular, the study of French or German is required in the schools, and is begun at a tender age. The faculty of languages is early developed.—Under ten or twelve years is the memorial age for words and their

forms. Beginning at the right age, the Swiss youth make more rapid and thorough progress in modern languages. The classics are also commenced early, and great proficiency is the result. In the study of any new language, the pen is ever in hand, and there is constant practice in expressing thought in that language. One's proficiency is measured by his ability to convey his ideas in the new tongue. I commend this practice to our teachers.

History, too much neglected in America, is here made a prominent and most attractive study. This land is classic. Vestiges of Roman rule and works abound; and memorials of battles and sieges in later times stimulate inquiry. The school building itself is often historic. I have inspected the college and academy founded by Calvin more than three hundred years ago, sat in the pulpit chair occupied by him, heard recitations and lectures in the very rooms where he taught, and with which are associated the names of John Knox, Necker, Sismonde, Albert Gallatin, and a host of eminent men of Europe; for Geneva was the educational centre where Protestant young men from England, France, and Germany were educated for nearly two centuries after the Reformation. Though, with one exception, the smallest canton in Switzerland, no other place of its size in modern times has exerted so widespread and happy an influence, both intellectual and religious. Among the ruling minds of the present day, Count Bismarck is named as one who was educated in part here. Such memories awaken an historic spirit in the schools. Still more their monuments and walls, towers, ruins, and relics, their fountains adorned with historic emblems, their heroes and benefactors enshrined in storied marble, their hard-won victories recorded in bronze, their archæological museum and library, with the manuscripts of Luther, Calvin, Melancthon, Beza, and others, foster an interest in the past.

The Swiss schools also excel in drawing. They understand both its practical bearing and relation to general culture. Their skilled mechanics apply the art in drafting plans, forming decorative designs, or executing all nice work. They say that not the architect, builder, machinist, and inventor only must "draw," but that any craftsman, skilled in design, makes a better workman, whatever may be his trade. The world now pays substantial tribute to Switzerland for the exquisite taste displayed in the decorative arts, in their unequaled wood carvings, their beautiful designs and chasings in gold and silver, their watches and music-boxes, their silks and ribbons, and the patents for

embroidery, and for their extensive printing and dyeing manufactories. In the industrial schools, special instruction is given in ornamental drawing, molding, and designing. In the girls' schools, needlework is taught to all.

The Swiss believe in the dignity of labor, in the system of apprenticeship, and the thorough mastery of some trade. The theory that labor is menial, and that the tools of a trade are badges of servility, is foreign to them. They are ingenious and industrious. They have learned that ignorance means waste and weakness, that education is economy, that brains help the hands in all work, multiplying both the value and productive power of mere muscle. In this direction the Polytechnic Institute at Zurich is doing a noble work. It is already deservedly the pride of the nation, is liberally supported by the government, and has a very large and able corps of professors and six hundred students. Its celebrity has attracted many students from other lands. England has nothing equal to it. Indignant that his own country should so neglect both popular and technical education, J. Scott Russell says, "The contrast between England and Switzerland is this: England spends more than five times as much on pauperism and crime as she does on education, and Switzerland spends seven times as much on education as she does on pauperism and crime."

The recent progress of Switzerland in internal improvements, manufactures, and wealth is great. While other causes have helped, the most efficient agency is the marked improvement in popular and technical education. Railways thread her valleys and climb hills and even mountains, where the construction is costly and difficult. The telegraphic lines are relatively more numerous than in America, and being a part of the postal system, the rates are low and uniform. The public roads are the best in Europe, and yet without toll. Even the most costly suspension bridges are free. The Swiss government is the most liberal one in Europe. It is of the people and for the people. It happily illustrates the national motto, *un pour tout, tout pour un*—one for all, all for one. Such a government can afford to trust the people. Hence there is a free press, free speech, free schools, freedom in religion and freedom in traveling, no passports being required, and no examination of luggage, no standing army and no gens d'armes ever brandishing the threatening hand of power, as elsewhere in Europe. There is relatively far less criminality here than in England. The fact just stated in the Swiss *Times* that in the village of Illgaw,

containing 1,250 inhabitants, not one individual during the last twenty-three years has been brought into court as a prisoner or sued for debt, can be said of few places of equal population in the world.

The schools and the press have lately fraternized the whole nation. The several cantons were formerly isolated, both in fact and feeling, with little intercommunication and less sympathy, with distinct local costumes, customs, and laws. Some still strongly cherish their hereditary usages. A few are proud of their Roman origin, and keep up their lictors, with "patrician" and "plebeian" ideas. Berne (Bear) retains Bruin as its heraldic emblem. His effigy is on its coat of arms and meets you at the fountains, guards many ancient dwellings, and sometimes stands forth equipped with full panoply and shield, banner and sword. Gigantic bears in granite guard the city gates, and in the wonderful clock a whole troop of bears perform at the striking of the hour, and the city maintains a menagerie of bears at the public expense. Geneva in like manner honors its emblem, the eagle, by keeping a flock of eagles in a series of huge cages. Berne, while abounding in most beautiful modern edifices, still maintains its unique and historic character more than any other Swiss city. But education, the press, railroads, telegraphs, and a wise central government have conciliated the people of these twenty-two cantons. Though separate in race, religion, and language, they are one in national sympathy and interest, proud of their history, and prouder still of their recent progress and present prosperity.—*Congregationalist.*

DO TAKE THE OLD SCHOOL-HOUSE AWAY.

BY MRS. M. E. MOFFATT.

[Read before the Van Buren County Teachers' Convention, Aug. 23, 1872.]

True, friends, the world has grown wiser,
And whimsical notions depart
In this grand age of modern improvements,
This heyday of Science and Art;
And noble and grand edifices
Are built upon ruins grown gray,
Fair gardens are made of waste places,
Do take the Old School-house away.

Rude urchins have ruthlessly battered
A panel from yonder old door,
The windows are broken and shattered,
And creaking the rickety door.
Dame Grundy declares it is haunted,
Strange noises she hears night and day,
I fear it will craze the old lady,
Do take the Old School-house away.

'Tis a beautiful spot where the maples
Are flinging their shadows above it;
Were it not for the gloomy old ruin,
The children would tenderly love it,
As they wander adown by the river,
To cull the spring flowerets so gay,
But their voices arn hushed when they pass
Do take the Old School-house away.

Inside hangs a square yard of blackboard
I've listlessly loitered before,
Till a touch from old Timothy Birch rod
Bro't me back to the present once more;
How I stared at the hoary wiseacre,
And deep in my young heart did say,
If "book larnin" makes him so crabbed,
Deliver me from it, I pray.

There, too, is the nail-printed rostrum,
Some feet afar from it stray;
Some rest 'neath the clods of the valley,
Few linger near it to-day;
It was here, on the very same playground,
We marshalled to vanquish the foe,
But the bravest and best of our leaders
At fierce Chickamauga lay low.

Then hallow the spot with the flowers
He loved in life's morning so gay;
Sweet emblems are they of his young life;
Do take the Old School-house away,
And build here some temple of science,
No fanciful castle of air,
But a haunt where the lovers of learning
Her bountiful blessings may share.

For Labor's brave sons and fair daughters
A kind alma mater alway;
Make room for these bulwarks of Freedom,
Do take the Old School-house away.

— A young rogue once looked with much complacency upon the burning of a school-house, and went off exclaiming, "I'm glad the old thing is gone — I didn't have my jogriffy lesson!"

IMPORTANCE OF PRIVATE STUDY.

BY MRS. MAY WRIGHT THOMPSON.

[Read before the Allegan County Teachers' Association.]

THE importance of a thing may be measurably estimated by its advantages; and the advantages of private study may, perhaps, be classified as subjective and objective. While the former are doubtless the greater, the latter are to the general public more palpable—hence we consider them first. Objectively, we must consider private study as one means of preparation for work. Before discussing this aspect of our theme, the question arises, does *our* work demand preparation? The demand that an attorney shall have studied law before commencing its practice, does not seem extravagant. We require at least two years of study from men or women before we confer upon them the title of M. D., and entrust to their skill our diseased bodies. Even if one be called to preach, the most free and easy church scarcely feels like endorsing the summons until the object of it has tested its validity and his own ability, by some few years' grappling with the records of theology. The demand for the preparation of candidates for all work other than teaching is deemed natural and reasonable, but let one urgently counsel teachers to preparation, and he finds this regarded as non-essential, and counted in with the long list of new-fangled whims, whose influx into the modern mind is such a deplored disturber of its old-time current. Yet the circumstances of the present afford an anomaly. While, by large numbers of the people, the preparation of a teacher is deemed non-essential, teachers themselves find that every succeeding year makes their advancement more and more dependent upon their preparation. For this requisite preparation we are now regarding private study as one means. To estimate its relative importance, we must ascertain the extent of other means at

hand. In the general and wide sense, one's preparation for teaching is found in every thought that lengthens the range of mental vision; in every act that increases positive benevolence; in every conversation or observation that adds to one's knowledge of human nature, or renders keener one's insight into the same. But so are these all, to a greater or less degree, preparations for any pursuit, perhaps more closely allied to success in teaching than to success in other occupations, but by no means limited to it. And it will be admitted that, strictly speaking, the preparation proper for our work must come from instruction in the normal school, the institute, and the association; from observation of the methods used by other teachers; from private study of the science of teaching, and from practice of the art. As we have before said, the proportion of preparation which falls to private study can be determined only by first ascertaining the availability of the other means.

First, then, the Normal School. The reports of our Superintendent, the records of our Normal, with other documents, show that about six per cent of the teachers in our State have been in attendance at the Normal School, though a less percentage than this are graduates of that institution. Thus, by ninety-four per cent of our teachers this means is never used. But, supposing it were used, would this alone afford the preparation requisite for successful work? Our Normal School catalogue and circular advertise an academic course of study. We all know that the Normal of our own State is rather an academy than a professional training-school; that many pupils attend it who have no fixed plan of teaching, but who go there chiefly because they can there accomplish an academic course more cheaply than at a nominal academy or seminary. Through the public journals we have heard the storm of reproach hurled at the Normal by one of its own professors during the last season. While we have, and need have, no sympathy with the local jealousies in which the accusations originated, and the unchristian bitterness with which they were expressed, yet teachers and people throughout the State acknowledge, while they regret, the justice of the reproach — a reproach directed not against its educated and earnest Principal and professors, but against the inefficient plan upon which it is conducted. The province of a normal school is not to teach to its students arithmetic, geography, and grammar, nor history, Latin, and Greek; but its proper work is to teach its pupils how to impart to others what they have themselves previously

acquired in other institutions. If our normal schools are to be what their name indicates, what their originators intended, and what their supporters claim for them, then they must limit their work to professional instruction. It would be no more absurd for a medical college, a law institute, or a theological seminary, to teach history, geometry, and Latin, than it is for a normal school to do the same. Yet it is to this ordinary *non*-professional instruction that the energies of our Normal are largely devoted. This is, perhaps, not more true of our State than of others: still it remains a pitiable truth that, were the teachers of our State to-day to enter the Normal School *en masse*, instead of that instruction in the science and daily practice, under competent critics, of the art of teaching, that alone would fit them for their work, they would be examined for and assigned to freshman, sophomore, junior, and senior classes, exactly as in any other college, and taken through almost if not quite the same course of study. Now, while we have so many uneducated teachers that this curriculum would doubtless be vastly improving, and, insofar as it made them wiser, would of necessity make them better teachers, yet it would not be professional training. Hence we see that at present only a very small proportion of our teachers use the Normal as a means of preparation, and further that, even if they all used it as that system now exists, it alone would prove sadly inadequate.

There is at present a scheme on foot in one of our sister States, whereby all candidates for admission to the Normal must name the grade for which they wish to prepare themselves to teach. The course is to be divided into primary, intermediate, and high school.—Those wishing the third degree must, before matriculation, pass a thorough examination in those branches, plus history, geometry, and philosophy; while those who aspire to the first degree must, before their acceptance, be examined in the usual college scientific course, plus the preparatory work in languages. And thus, having for students those whose minds already contain somewhat to be taught, the work of the Normal shall be to train them in the theory and practice of discipline and of imparting knowledge. At the same time, the Normal would have a curriculum of professional study embracing mental science, the history of educational progress, theories of prominent educators, etc.

This is, perhaps, a branching-off uncalled for by my topic, yet pleasant, inasmuch as one is best reconciled to the paucity of present opportunities by the contemplation of the more satisfying ones which the future holds in trust for us.

Institutes and Associations appear next on the list of means. To give these the best show possible, we will allow (what is more than a liberal estimate) that every teacher in the State attends upon one or the other means of educational grace twice each year, for a time embracing in all not more than ten days. We who are here, having been more or less constant in attendance upon these meetings for the last three years, are perhaps qualified to estimate the sum total of benefit thus far received. Much entertainment is connected with these social gatherings, and a friendly regard for each other and interest in each other's work, which naturally grows out of a knowledge of it, and which can not be other than helpful. Many useful suggestions are let fall by our leaders, and somewhat of healthful emulation is excited among teachers who are called upon to expose their methods to the public criticism, and to sustain them by argument. Such are the chief benefits of these meetings, and I think it would be very safe to say that, helpful and pleasureful as we all find them, many *years* of such meetings would pass over a teacher's head before this means alone had prepared one for the work.

If we ask to what extent teachers are aided by the observation of methods employed by others, the answer will fail to be satisfactory. While I regard this as an invaluable means of improvement, yet there are many obstacles in the way of its general adoption, and, after briefly considering these, we shall find that, however worthy as an auxiliary, it will never do to rely upon this as a *basis* of preparation.

The sources of observation are two, namely, one's own instructors during the whole period of school days, and school visitation. Regarding the first, I think I can safely assert that but few teachers at present engaged in the schools of this county can intelligently rely upon the methods of their own various instructors as those best to use; and it is from the second source of observation that help must come, if it come at all. But just here we will enumerate the obstacles previously referred to.

1st. As school sessions throughout the country open and close at about the same date, the visit must be made during term-time; and school boards are seldom either sufficiently wise or liberal to permit such interruptions in the home work. Again, to visit distant schools costs some money, and teachers have little money to spend — and that little they are seldom provident enough to invest in their business. Further, to visit schools near at hand, with whose teachers they are ac

quainted, to many minds involves something of apparent humiliation. Usually, the less competent one is, the more unwilling he is to confess the competency of another; and such teachers seem to fear that visiting a school, with the avowed intention of learning from it, may be interpreted as a confession of another's superiority. Superintendents have often told me that one of the most difficult parts of their work is to excite in their subordinates a willingness to learn from each other; that, if they request a teacher to visit another room, she will at once suspect that the teacher of that room is deemed her superior.

The fifth means of preparation named at the outset is Practice in the Art of Teaching. All will agree that theoretically this, being the work itself, should come last, and should not be entered upon until one has been prepared for it by the use of other means. Yet practically we know that, to the large majority of teachers, this is the first preparation, and to many the only one. Practice in the art of teaching is to the new teacher a realm of experiment; and, as the experiments here tried are to result in the making or marring of others, we surely have no right to enter upon them with haphazard indifference. We are taught that experience is not only a good, but a costly teacher. This, I suppose, is strictly our own affair, so long as we pay her tuition from ourselves. But in the school-room this can not be, and we have no right to take her instruction when, to pay for it, we draw directly upon the soul-life of others. As the law attempts to restrain quacks in other professions, so should some legal restraint be put upon the uncertain and unscrupulous work of unprepared teachers, that, if it may be, some measure of the disaster likely to result from it may be averted.

Having weighed the other means of preparation, and found them all wanting, it would seem to follow that, if a teacher is in any way to be prepared for his work, it is only through personal, private study that he will become so.

[CONCLUDED NEXT MONTH.]

—The teacher stands in the highest rank of workmen. Can he expect to succeed unless he, like other workmen, understands the materials and tools he uses, the proper use of the tools, and the article to be manufactured?

ORGANIZING A SCHOOL.

[Epitome of a Lecture before a County Teachers' Institute, at Goshen, Ind., Sept. 12, 1872. by Examiner E. Sumption, of Mishawaka.]

THE beginning is all-important. Children are much like grown people: their first impressions are lasting. The best way to get the good opinion of pupils is to be on time the first day. Get the school-house in order, if there has been no opportunity before to see that it is so. If you depend on some one else to do this, be sure it won't be done. Meet the pupils pleasantly; make them friends from the first, and to feel that you are their friend, instead of sitting apart and reserved, like some gloomy old monk. Talk with them freely — ask questions, get their names, look at their books — talk about their cat and dog, if nothing better offers. There must be a oneness or sociability of feeling.

Open the school with a few pleasant remarks, defining the relative positions of teacher and pupils, etc.; but *be short*. Instead of making a register at once, assign some temporary work, or go to classifying, according to your judgment. Organize the lowest classes first, with short and easy exercises. Don't give too long lessons, especially in reading, and have a purpose in their assignment. By and by take paper and pencil, go about quietly, and take the names and ages for the register. Be prompt and exact; children will notice if you are otherwise. This is one great step towards making them prompt. As the teacher is, so will the pupils be, in a great measure.

After the school is organized, cultivate acquaintance with the parents. Let them feel that you are not simply a schoolmaster or schoolma'am. Go right down, and talk about the most commonplace things, but don't talk over the shortcomings of your predecessor, and be very guarded about talking about him at all. If you reflect upon him, it is a black spot upon you — should he hear of it, it may be a "black-and-blue" spot!

As a general thing, take your dinner and lunch with the pupils.—

Study all the lessons yourself, even the First Reader lessons. You will never teach successfully, unless you do. Dress neatly, but quietly. Always speak pleasantly, and govern yourself. Never fall into a passion in the school-room. *You must control yourself always.* Correcting a pupil in a passion begets passion in him and his friends. Don't do things hastily. Keep still, stand still, till your feelings cool.

Better have no formal rules. But don't say that you will have none. Say that the concerns of the school-room are mutual, that all are interested, that "we have come here to learn, and *let us work.*" Say nothing about misdemeanors and punishments, much less make threats. Never commit yourself, if you can help it. Like a wise general, have a way always open for retreat, if that becomes necessary.

Q. Would you exclude rule-making altogether?

A. You must make rules as special cases arise, but make them only then, and *don't name the penalty.*

Q. Is it always well to do this just at the time of the offence?

A. No, you are not always in a condition of mind to do it then. Set the offender right at the time, and reserve anything further until you are with him alone.

EDUCATIONAL MISCELLANY.

IT is one thing to know a certain truth: it is quite another thing to be able to cause a second person to know the same truth. Many a man knows more than he can cause another to know. There are not a few college professors and clergymen who are learned in every other branch of their profession than the knowledge of teaching. Those who sit under their instructions learn but little, because the best methods of teaching are ignored by the professed teachers. Indeed, it is often true that those who know most teach least, because they rely more on the knowledge they *possess* than on the knowledge they can *impart.*—*Independent.*

METHOD is of far more importance in early training than matter—the mode of study than what is studied. Right methods of thinking are of the first consequence to all mental growth. Especially is it of importance that the mind in training be habituated to a steady growth

— to a constant advancement and progress, in which what has been done shall ever be helpful to what is to be done.—*H. N. Day.*

EDUCATION is the instruction of the intellect in the laws of Nature — under which name I include not merely things and their forces, but also men and their doings; and the fashioning of the affections and of the will into an earnest and loving desire to move in harmony with those laws.—*Huxley.*

THE boy who studies longest will learn the most, and a man will become wise in proportion as he reads much, are propositions which look true, but are quite untrue — as teachers are nowadays finding out in the one case, and as Hobbes long ago found out in the other.—*Spencer.*

Do not ask if a man has been through college: ask if a college has been through him.—*Chapin.*

THE following note, written by one of the teachers in attendance, was picked up in the room where a recent State Institute was held: "—— —— Thare is know bows on my sleeves did you forget or fail on cloth pleas let me know and oblige —— ——".....The following query lately dumbfounded an Institute we attended: "Suppose there are more persons in the world than anyone of them has hairs on his head: it then follows, as a necessary consequence, that some two of them, at least, must have exactly the same number of hairs on their heads, to a hair. Required proof."....An Indiana paper calls wildly "in the name of the Constitution of the United States, of the Declaration of Independence, of Bunker Hill, and of the school law of Indiana," for teachers to reform their geographical pronunciations. All this because they will pronounce "Berlin" and "Madrid" with the accent on the first syllable, and will say "Antilleys." It thinks they will answer for it at the judgment-day....."Who first went through the Straits of Magellan?" asked a New Orleans mother. "Magellan with his squadron." "What do you understand by his 'squadron,' Daisy?" The question was not in the book, but Daisy was equal to the emergency: "Oh, I know, it's one of those women that ain't quite white!" (Quadroon?).....A teacher down in Hoosierdom is said to have asked a pupil to bound "Eggwiped." She probably meant Egypt, as we hear of persons who persist in calling Ypsilanti "Wipesilanti."....The people of Lawrence, Kansas, wanted a smart teacher, and have hired a Mr. Mustard.

Hints for the School-room.

THE SPELLING QUESTION.

IT is probable that nine-tenths of American pupils have no idea of the meaning of one-half the words in their spelling lessons, and more than one-half of these words are never used by the pupils outside of the spelling drill. As a means of uniting the use, meaning and orthography of words, it is proposed to limit the spelling drill to the words occurring in the reading lessons or in other exercises of the school — the very words which are most likely to be used in after life. It is claimed that the mastery of these words, as they are met with and used, not only makes good spellers, within the limits of utility, but it begets the habit of noticing the orthography of every new word met with in subsequent reading.

This new method of teaching spelling has been tested in thousands of schools, and the results justify the theory on which it is based.— Pupils who thoroughly master the orthography of all words occurring in their school exercises, spell better than those whose spelling drills are chiefly confined to the word columns in their spelling books. We are aware that this statement will be questioned by some, but an examination of the letters and other written exercises of the two classes of pupils, certainly a fair and practical test, will show that it is true. The reasons are obvious. The words most likely to be misspelled in ordinary composition, occur *many times* in the reading lessons, while they occur but *once* in the spelling book, and the whole spelling drill is confined to these more common words. The many strange and, to the pupil, unmeaning words in the speller tax both his time and attention, often to the neglect of words in more common use. Many a child that can spell "plenipotentiary," and "philoprogenitiveness," will misspell "until" and "very."

For some fifteen years past, we have advised teachers to use no spelling books in their primary classes. For three years, at least, the word

in the reading and language lessons should be used for spelling drills, and, after the first year at least, we would have the spelling lesson precede the reading exercise. We would also have the pupils spell all new words met with in *all* their lessons, and lists of these words should be made out for drill and review. Not only should there be a regular recitation in spelling daily, but spelling should always be in order The aim should be to make the pupil familiar with the orthography of every word used by them.

When the third or fourth reader is reached, we would, we think, introduce an elementary spelling book for *additional* drills. It would be no objection to this speller if it should contain only the words met with in the preceding exercises, with such other words in common use as may have been omitted. Such a book would serve an excellent purpose for review and special drills, and the thorough mastery of the two thousand to three thousand words in it, would certainly be a good "start" in spelling. This speller might be succeeded by another containing less common words, with lessons in derivation, and otherwise adapted to more advanced classes. While, therefore, we are not prepared to discard wholly the use of spelling books, we hold that these books should be properly graded, and that they should not be used too early nor used to the neglect of the words occurring in the reading or other lessons. The practice of spelling words as they are used must be the chief reliance in making practical spellers.

But whatever may be the means or method employed in teaching spelling, instruction in this branch should be earnest, persistent, and thorough, especially in all elementary schools. Childhood is the time to learn spelling, and the pupil that reaches his twelfth year, unable to spell the words in his own vocabulary, will, as a general rule, never be a good speller.—*National Teacher.*

A calculating machine has just been invented, which, by the simple turn of a crank, can be made to multiply, add, subtract, and take the square root. In two minutes it correctly multiplies, say 9,870. by say 3,456. This is of no use in the school-room, of course, except as a curiosity. But a new and valuable piece of apparatus has lately been devised, called a "counting-board," for use in teaching primary arithmetic on the object-plan. It consists simply of a neat board as long as the class, with plain raised molding at the edge, to keep the "counters" placed upon the board from slipping off.

PASSING TO AND FROM RECITATION.

A teacher asks: What is the best method of avoiding noise in coming and going from a recitation in a room where there are eighty-nine pupils, and seats enough for only eighty?

One method.—Have the pupils seated so that those in the same classes are in the same neighborhood. Then have them remain in their seats during recitation, thus avoiding the confusion, noise, and loss of time arising from their passing to and from the recitation benches.

Remark.—To relieve the pupils from the weariness of remaining in their seats too long, form the whole school in a line, require them to march around the room, keeping step with the clap of the teacher's hands. Let them step naturally, and not cultivate the awkward motions fixed by effort to tip-toe.

Second method.—At time of recitation, call the members of the class to their feet. Then have them march to their places in the class; keeping step with the time marked by the teacher. After a while they will keep step without the beating of time. Return them to their seats in the same manner. By a programme on the board, and a clock on the wall, the members of a class will know when they will be called to recitation and excused therefrom. By the simple commands, "one," "two," they will rise and move forward. All can be done quietly and pleasantly.

Remark.—In all these motions, encourage the pupil to practice an elastic, erect walk, treading as they usually do, not too heavily, not tip-toeing. Walking on tip-toe should never be practiced. It is unnatural, ungraceful, almost cruel. The habit of stepping lightly on the heel can be easily fixed. But, generally, in moving about the school-room, allow the pupils to enjoy the unavoidable noise. Noise is not poisonous, immoral, or wicked.—*National Normal.*

TREES FOR SCHOOL GROUNDS.—The public should be encouraged to beautify the place where their children are educated. Then, every man that has planted a tree will be interested in protecting that tree from injury, thereby securing an interest in its protection that could not be secured in any other way.

If patrons of the schools will move immediately in this matter, they will be rewarded in every future year of their lives, in beholding a thing of beauty that will certainly be to them a joy forever. You do

not want trees that are far-fetched and dearly bought, but good, substantial native stocks, and these will be successful. If every patron of the school will furnish his tree, the object will soon be accomplished. —*Ed. Jour. of Va.*

[We hope this suggestion will be widely heeded in Michigan. It is pitiful to see how unsheltered are many of our school-houses.]

PUNCTUALITY.

Few things are so important in life as a just estimate of the value of time. Everything in a course of education should promote its attainment. It will be learned or unlearned, practically, every day.—If a teacher is in his place at the minute; if he has every scholar in his place; if he has all the instruments and apparatus ready, down to the chalk, the pointer and the blackboard wiper; if he goes steadily on without interval or hesitation; if he excludes all other topics but the one before him; if he uses his time up to the last drop — such a one is teaching the true value of time as no sermon can teach it.

Nothing is more incumbent on teachers than punctuality. To be late one minute is to lose five. To lose a lesson is to unsettle a week. Children are ready enough to "run for luck." They count upon the teacher's failures, and turn them into claims. At the same time none are so severe, in their construction of uncertainty in teachers, as those who take advantage of it. It is with children as with servants — none are such task-masters.—*Am. Jour. of Ed.*

SCHOOL-ROOM RECREATIONS.—There is a word of only five letters, and if you take away two of them, ten will remain; what word is it? It is often. There is a word of five letters, and if you take away two of them, six will remain; what is it? Sixty. Take away my first letter, take away my second letter, take away all my letters, and I am always the same. Can you guess that? It is the mail-carrier. Can you tell me what letter it is that has never been used but twice in America? It is *a*. It is used only twice in America. Spell the fate of all earthly things with two letters. D K (decay). Can you tell a man in one word that he took a late breakfast? Attenuate (at ten you ate). What word is that which is always pronounced faster by adding two letters to it? The word *fast*. What is that word of one syllable, which if you take away two letters from it, will become a word of two syllables? Plague: take away *pl* and it becomes ague.

Current Topics.

THE present number, and that for September, have been prepared with especial reference to the wants of young teachers and beginners; and we trust their articles may be found timely and serviceable. Whatever the shortcomings of the TEACHER may be in some respects, we think it will be generally agreed that in all its departments it keeps even pace with the age — if, indeed, it is not at times a little "advanced"; and that each essay and item is really upon a "current topic." The best educational journals of the country come to our table; and, while some are fuller in certain departments than ours, we venture to think that none embrace so large a variety of educational themes, or better enable the reader to keep abreast of progress in all the lines of thought and work that bear upon the common schools.

We have made up this number, in part, from the exercises of recent institutes and teachers' conventions — not only because the articles are valuable in their suggestions, but also to indicate some of the topics that now engage the attention of these meetings. The essay of Professor Earle is highly practical, and embodies some of the latest and best views upon the oral teaching of Grammar. Three or four years ago the author was janitor, at $3.50 per week, of the fine school-house in which he is now Principal. Mrs. Thompson presents some considerations of great value regarding the professional education of teachers, which will be developed more fully next month. She bears rather hardly upon our State Normal School, but, as in other cases, we have not felt authorized to deny a contributor free, if courteous, expression through our pages. Mrs. T. is a graduate of the Female College at Evanston, is a worker very highly esteemed in her county, and will do the readers of the TEACHER eminent service next year, in the preparation of a series of practical articles. The poem of Mrs. Moffatt, we take it, is an answer to that entitled "Don't Take the Old School-house Away," which appeared in our July number. The institute talk of Prof. Sumption was attentively received, and will repay careful study. But the crown of the number, and the highest honor the TEACHER has ever received, is the contribution, expressly for its pages, of the paper on "The Kindergarten in America," by Miss E. P. Peabody, sister-in-law of Horace Mann, and easily chief among the female educators of America. There are golden nuggets in this article that should be converted into current coin by all our primary teachers.

WE criticise the State Institutes in no unfriendly spirit. They are the best the teachers have, within the range of our experience. The instructions of one professor, frequently in attendance, are unequaled by those of any other lecturer we know; and if he would make careful note-taking a requirement and introduce the "quiz," nothing more could be desired in his departments. But these meetings are costly affairs — costly in time to more than a thousand teachers a year, and costly in money to the public. Their conductors are doubly paid, drawing handsome sums from the institute fund, while their salaries run on in other branches of the State educational work. Surely, if the institutes do not meet the Yankee demand for *quid pro quo*, their defects should be kindly, but fearlessly, pointed out.

We have the report of a recent State Institute, held at the most important point in the interior of Michigan. Its proceedings are reported in one of the most accurate and carefully edited newspapers in the State, which manifests an especial interest in educational matters. From it we learn that this institute lasted four days, and was very well attended. Professor B. opened with a lecture upon arithmetic, "classifying numbers, and exhibiting their properties." This was all for the first half-day. In the evening he read an essay on "Arnold of Rugby," in which, no doubt, some good professional points were made. The next morning he brought on mathematics again for an hour, and the rest of the forenoon was consumed by "a general demonstration of the equation of payments," by a Mr. B. Another Prof. B., in the afternoon, "presented the subject of botany as a common-school study, and made many interesting observations." Nothing else was done except to let a fourth Mr. B. grind his axe, with a little lubricating talk about astronomy. The original Prof. B. lectured that evening upon "Life, animal and vegetable, as affected by circumstances." Wednesday morning brought Prof. McL., who "preached half a dozen amusing patent sermons in the course of an hour"! and the remainder of the forenoon was taken by Prof. K. for "an 'illustrated' lecture on chemistry." From that time to the close of the session, Prof. McL. spoke several times "on the best methods of teaching the elements of geography," and on two evenings "enthused" the institute with lectures on "Herculaneum and Pompeii," and "The Mammoth Cave of Kentucky." Prof. B. "continued the subject of mathematics," and "the State Superintendent was present *one day*, and delivered two good addresses."— From all this we do not wonder that members went home with doubts "as to the propriety of introducing so much of the college course at a meeting of those who came together chiefly to learn how to teach a common school," and that "some of the teachers, as well as some of the higher order of educators are in favor of voluntary organizations," "to effect mutual improvement." In fact, the district teachers, hungering after professional preparation, must have returned to their work with a conviction that this $100 training-school was as nearly worthless as an institute of its grade can be.

We can only add the hope that these meetings will be so arranged that the Normal professors need no longer abandon their classes to attend them.

ONE of the County Superintendents did a public service, at the late Convention of Superintendents in Lansing, by calling attention to the evils of the present method of granting State certificates. The work of the Superintendents in their several counties, always sufficiently obstructed, has been fatally thwarted in several instances by the ill-considered action of the State Superintendent, in overruling their decisions as to certificates. Two cases of this kind were set forth in the TEACHER for April, 1870. In one of these the Superintendent candidly condemned his own action by revoking it; and our criticisms upon the other have been amply justified by the moral status of the licensed and his conduct under the *stimulus* of this political campaign. We also hear of holders of life certificates whose ignorance is pitiable, and personally know of one who is not even a tolerable English speller, and has "gone to railroading." There is no safety in the present system — or want of system. Granting certificates upon those arrant humbugs known as "testimonials" is open to a multitude of abuses; and the good nature of our State Superintendent has been imposed upon repeatedly in this way. Let us have a law for the rigid *examination*, by a committee of first-class educators, of all candidates for State certificates. This is the plan adopted in many of the States, and there is no other that will protect the public.

NEWS of the nomination of Supt. Willard Stearns, of Lenawee county, as a candidate for the State Superintendency, by the Democratic and Liberal Republican Conventions, reached us too late for notice last month. Mr. S. is a graduate of the State Normal School, in the prime of early manhood, and is a school officer of extraordinary energy and activity. His personal popularity we suppose to have been evinced by his election last year, against a heavy party majority, as the first Democratic office-holder in his county for twenty years. He has made a genuine stirring among the dry bones in Lenawee: and if the mutations of politics should give his ticket success, we are confident that he will serve the State with enthusiastic vigor.

IT is a most gratifying sign of progress that a change is coming upon the educational world with respect to the character and standing of the primary teachers. "It has been discovered," says a contemporary, "that while a higher order of literary attainment may be necessary for schools of a higher grade, the highest success in primary instruction can only be attained by teachers of the greatest skill and the ripest experience." We certainly anticipate that, next to the Superintendents, the largest salaries will be paid to the primary teachers in the Good Time Coming.

THE National Bureau of Education has been invited to send to the great Exposition at Vienna next year an exhibit of our common-school system, including a school-house with all its appointments. It is hoped that an International Teachers' Convention will be held at the same time and place.

CONNECTICUT has just passed a law for compulsory school attendance.

Literary Matters.

FLEETWOOD'S *Life of Christ* (Wm. Garretson & Co., Columbus, O.) is the oldest now offered to the public, and has probably had a larger sale than all others combined, leaving out Beecher's. It now appears in a new edition, on tinted paper, in various elegant bindings, making a handsome octavo of seven hundred and fifty pages. The contents are mainly devotional, the author's pious and generally judicious reflections being strung upon a thread of narrative, which adds little to the gospel story. Much historic value, however, attaches to the Lives of the Apostles and Evangelists, and of eminent Saints and Martyrs, which, with a brief History of the Jews, fill an appendix. The volume may well occupy an honored place on the centre-table or library shelf in all our households.

The prophets who tell us that Geography will shortly be relegated altogether to private reading or the higher education, do not receive much encouragement as yet from the book-makers and publishers. Of making many Geographies there is no end. Among the latest are Colton's *New Series of Geographies* (Sheldon & Company), embracing "the whole subject in two books." This is their grand recommendation. He is a public benefactor who reduces the number of text-books in several of the common-school branches. In this edition of Colton the text has been modernized, and the maps reconstructed. The important idea of the map is conveyed as early as the eighth lesson of the first book, and in the best way. The new railroad maps give the leading lines, but are deficient in details. An interesting feature of the text is the naming of the several States by their fanciful designations, as "the Empire State," and the like. Prof. Monteith, who has been responsible for a good many books on Geography, has attempted a synopsis of the whole in his new *Comprehensive Geography* (A. S. Barnes & Company), and with very fair success. His publishers have brought it out in a beautiful quarto, on heavy paper, with illustrations of much novelty and artistic excellence. Too much, perhaps, has been undertaken for a single book, and the sections on historical and ancient geography might have been omitted to advantage. It is difficult, however, to speak in too high praise of the rest. The relief maps or bird's-eye views, the topical arrangement and facilities for studying comparative latitudes and areas, the blackboard exercises, and other notable features, make up a work that should be cordially welcomed.

Most of the old favorites, instead of retiring from the field, are appearing in new and fully-revised editions. We now have Thomson's *New Series of Arithmetics* (Clark & Maynard), in three books. Their distinguishing characteristic is the total absence of pictures, and but few diagrams of any kind appear. The author makes some good points in his argument against their use, and the substitution of "counters" which the pupil can feel and handle, as well as see. The ruling idea is that he should be taught to illustrate for himself, with and without apparatus. This seems correct, and denotes progress. Its application in these books is very fortunate. The *New Rudiments* combines mental and slate exercises, after the modern method. In the *New Practical*, there are important derivations and historical notes.

Mr. Hallowell thinks his *Geometrical Analysis* (J. B. Lippincott & Company) is the first work purely upon that subject which has been published in this country. He should know, for seventy-two years have passed over the venerable head whose portrait adorns this elegant octavo; and much of his life has been devoted to teaching mathematics. This treatise deals with analysis by geometry, algebra, and the differential calculus. It is a highly original work, and may be studied with great benefit by all who appreciate this inestimable means of mental discipline. We should notice, in passing, the truly remarkable statement of the author that he neither desires nor expects any pecuniary return for his labor.

We have never read a more interesting book of the kind than Dr. Brown's *Elements of Physiology and Hygiene* (Wilson, Hinkle & Company), just issued in the most beautiful style of these renowned publishers. It is good reading anywhere, and we know of nothing better for the school-room. The formal questions, we suppose, remain a necessary evil for the present. Dr. B. admits the moderate use of the diet drinks, but gives no quarter to alcohol and tobacco. He believes that brutes think, but that only man thinks abstractly. His book — "a one-term book," by the way — is a literary monument of the Indiana State Teachers' Association, whose request secured its publication.

Another of the class of little books, upon which we have invoked blessings repeatedly, is Scott's *Smaller History of the United States* (Harper & Brothers). The writer shows unusual talent for condensation, and has made an entertaining story, instead of a dry epitome, the narrative being brought down to the Geneva Arbitration. The illustrations are in miniature, and arranged in groups — some of them superbly executed.

Thompson and Bowler's *Hand-Book of Penmanship* (Wilson, Hinkle & Company) is designed to accompany the Eclectic series of copy-books, but will be found useful with any other system. It seems to cover pretty nearly the whole ground of the writing-teacher's work.

Chase's *Writing Speller* (Adams, Blackmer & Lyon Publishing Company) has long been in use in some of our best schools, and is highly commended. We have often urged that there is no proper way of teaching spelling except as it is practiced, and blanks like this will be found useful aids.

MINOR TOPICS.

We depart from our usual custom to advertise in this department, without solicitation, a very valuable little library for teachers, which may be had for only $1.50, by addressing Dr. C. R. Blackall, 403 Wabash Ave., Chicago. It comprises Groser's *What is a Child?* — the best exposition of the philosophy of childhood in print; *How to Teach*, by the same; Fitch's *Art of Securing Attention;* and a dozen other pamphlets. They were prepared for Sabbath-school teachers, but are not less valuable for others, and furnish material for a year's careful study. D. Appleton & Co., New York, or John Goodison, Detroit, send for a stamp Miss Youmans's thoughtful pamphlet on *The Educational Claims of Botany*, containing much useful matter; and we mail Prof. Wiebe's lecture on *The Kindergarten*, on receipt of postage. A teacher may thus cheaply lay the foundation of a good professional library.....Harper & Brothers have done a good thing in illustrating their great book catalogue, and adding to it Nast's *Illustrated Almanac*, the most artistic and comical thing of the kind we have seen for many a day. They post it for six cents. .....White's *Pupil's Daily Record* (Wilson, Hinkle & Co.) seems to us a valuable little document, as giving the pupil a right habit and a memorandum of permanent interest.....The new departures in the line of Readers call for a passing notice. The attempt of a popular series to teach elementary science through the reading-book has been well known for several years, and *Historical Readers* of much value have lately been published. Epes Sargent has prepared an *Etymological Reader*, with especial reference to the derivation and history of words; and Gen. J. W. Phelps a *National Reader*, to teach the elements of our history and political institutions. Monteith's *Object Readers* were announced last summer by a Baltimore firm. We hope all these books herald better instruction in reading as an intellectual exercise and as an important means of private education.....Harper & Brothers have issued *The United States Readers*, made up of the intermediate volumes of the Wilson series.....Among other noticeable new books are Harper's *First Lessons on Health*, Arnold's *Bible Reading for Schools*, Bikkers and Hatton's *Ethics for Undenominational Schools*, Hermann Krusi's new series of *Drawing-Books*, and Father Muller's *Public School Education*. The last-named, by a Catholic, amounts to a denunciation of our system of public instruction.....Prof. John Fiske has prepared, and Holt & Williams publish, an abridgment of Taine's great work on *English Literature*, for the common schools.....Supt. Curtis, of Isabella county, has issued in excellent shape the first number of a journal called the *District School Record*. New numbers of Supt. Peck's (Mecosta county) *School Visitor* and Supt. Bennett's *Jackson School Monitor* also appear. Supt. Little, of St. Clair, maintains a good educational column in the Port Huron *Commercial*, and Principal Burked has opened a like department in the Decatur *Republican*.....A curious and useful little serial has just appeared, entitled *The Pulse of Health*, "an exponent of cumulative exercise and of general hygiene." Address the Health-Lift Co., 176 Broadway, New York, for a copy.....We welcome back to an exchange *The Young Folks' Rural*, and are pleased to see it highly commended by the teachers.

Educational Intelligence.

MICHIGAN.

THE County Superintendents' Association met in Lansing on the 10th and 11th of September, with small attendance. We have space for but a brief report. The usual "experience meeting" was held, and indicated progress, though some of the members said the compulsory-attendance act is a dead letter in their counties. County uniformity of text-books is generally successful where tried. Supt. Botsford read a paper on "The Relation of State to County Superintendents;" Supt. Bennett another on "The Value of the Press to County Superintendents, and how it should be used;" ex-Supt. Briggs one on "What constitutes a good school;" President Angell delivered an evening address mainly devoted to education in Michigan; and there were some good discussions. Supt. Hosford, in view of the Kalamazoo difficulties, gave his opinion that there is no doubt of the power of Boards of Education to maintain high schools. The next meeting will be held in Jackson, on the third Tuesday of August, 1878.

PERSONAL.—Charles E. Greene, City Engineer in Bangor, Maine, and a graduate of Harvard, takes the chair of Civil Engineering in the University, *vice* DeVolson Wood.....Prof. Elisha Jones, of the University, has gone to Europe, to study for a year.....The vacancies in the Albion College Faculty have been filled by appointing Wm. S. Osband Professor of Natural Sciences. his wife Preceptress and Professor of Modern Languages, Miss Juliet Bradbury Instructor in Instrumental Music, and Miss Kate A. Belknap in Vocal Music.....Prof. Stott has resigned his chair in Kalamazoo College, and gone to take the Presidency of Franklin College, Ind., *redivivus*. Austin George takes his place.....J. L. Robertson, graduate of the University of Edinburg, has been elected Professor of Greek and Latin in Adrian College.....Ex-President Mahan, of Adrian, has been nominated for Congress by the Coalition. He is also candidate for Superintendent of Public Instruction, on the Prohibition ticket.....Dr. Haven, formerly of our University, has finally resigned the Presidency of the University at Evanston, to become executive officer of the Methodist Board of Education.....Rev. Dr. Hogarth declines the Presidency of Olivet College.....At the late meeting of the National Educational Associations, in Boston, Principal Estabrook was chosen Vice President of the Normal Department, and Prof. Olney a Counselor of the Associa-

tion.....Prof. P. A. Latta has resigned the Superintendency of Allegan Co., and taken charge of the Otsego schools. Edgar S. Linsley, late of the Wayland Union, makes a capable successor.....Wm. B. Thomas, of Ionia, follows Prof. Hutchins as Superintendent in that county.....Rev. S. H. Woodford has resigned the Superintendency in Macomb county.....Albert H. Burch is the new Superintendent in Muskegon, not Van Buren, county.....E. P. Ladd has already been nominated for re-election as Superintendent in Grand Traverse county.....Prof. C. J. Thorpe has been crowded out of the Sturgis Union by a combination of the disaffected, and has taken the Galesburg school. Prof. J. D. Williams, a Hillsdale graduate, has been appointed at the former place.....Prof. Wesley Emery, one of the best known of the old-time book agents, with his wife, is to take a new graded school at Okemos, Ingham Co. in a new $3,300 school-house.....Prof. S. G. Milner, a late graduate of the University, has charge of the Grand Rapids schools, west side.....Other new Principals: S. C. Horr, Maple Rapids; W. A. Johns, Mackinac; Horace Phillips, East Tawas; L. D. Wilson, Lexington; A. W. Slayton, Saranac; H. G. Dennison, Grass Lake: E. A. Barnes, Brooklyn; John Harwood, Concord; A. H. Hill, Chelsea; Mr. Garlic, DeWitt.....Miss Lora Cobb, formerly of the Lansing Female College, has been engaged to teach in the Wells Female College, at Aurora, N. Y.....Miss Julia Robinson has resigned her place in the Lansing grammar school, and taken a clerkship in the Auditor General's office. Mrs. L. G. Weaver is her successor.....Miss Althea Pitkin, of the last Normal class, is teacher of modern languages in the Jackson Union. .....Miss Mary Nowlin, of the same, is Preceptress at Fenton.....Prof. Van Dorn, formerly of the Corunna Union, has been engaged to take charge of Fenton Seminary.....J. B. Swift, of Ann Arbor, is teaching in the Laporte (Ind.) high school.

THE SCHOOLS, ETC.—Prof. Perry, of the Ann Arbor Union, reports 2,502 children of school age, of whom 488 are not in any school; 4 men and 30 women teachers; average salaries, respectively, $1,225 and $898. The experiment of using Hooker's Child's Book of Nature as a primary reader has been "exceedingly gratifying," and he expects to introduce the phonic system of teaching reading. The fall term opens prosperously, especially in the high school.....Prof. Gass makes a good report from the Jackson Union, east side. The library received 141 new volumes, and has been eminently successful. During the present year, for the first time, all classes in the school are represented.....The report of Prof. Jennings exhibits well for the Allegan Union. Notwithstanding some disadvantages, "the records show a very gratifying improvement over any previous year in steady attendance and punctuality." Oral instruction in science is given to all grades. The school is now overflowing with pupils, and more buildings are called for.....The *Sanilac Jeffersonian* says: "An unusual streak of liberality seems to have been present at the school meetings this fall. Several districts that were considered hopelessly poor have voted money lavishly for the support of the chools and the erection of new buildings commensurate with the growth of

the district in wealth and population."……Coldwater has voted $8,000 for steam heating apparatus in the central school building……Ludington votes $2,000 for new school-houses……Berrien Springs will build a school-house next year……A school-house near Constantine has been struck by lightning twice within a year……A Berrien county paper says: "Compulsory education is making a stir in Pipestone. We are informed that a majority of the parents in one district are summoned before a justice, to answer for the violation of the statute on compulsory education."……Lansing has raised the salaries of its teachers, and now pays $10,050 to one man and 22 women…… Grand Rapids has increased the number of its school-children 25 per cent in the last year……Charlevoix has a new school-house under contract, 30 by 70 feet, two stories high, and to contain three rooms……Supt. Stearns, of Lenawee, has held recent institutes at Tecumseh, Blissfield, Hudson, and Adrian. ……Supt. Bennett, of Jackson county, gives notice that he "shall positively refuse to examine any teacher hereafter, who shall commence teaching before being duly licensed."……Supt. Wheeler, of Washtenaw, has in operation this fall a system of two-day examinations at several places, something after the manner of a teachers' institute……The Berrien County Teachers' Association met at Galien on the 28th ult……The Van Buren Teachers' Convention meets next at South Haven, about the 20th of October.

OTHER STATES.

The Japanese at school in this country, at an expense to their government of $1,000 each per year, number 700. One of them, in New Haven, was insulted by a schoolmate the other day, and sent a polite note to his teacher, asking permission to kill the offender……The Governor of Alabama affirms that their school system is almost a failure. Supt. Hodgson is hard at work to save it, however……A correspondent of the Chicago *Tribune* calls for the teaching of deportment in the public schools……The Indiana courts decide that a school-house can only be used for the purpose for which it was built. ……Lafayette College has ruled out the pagan classics, and substituted a course of Christian writers in Latin and Greek……The phonic system of reading is taught in one of the schools of Burlington, Iowa, with marked approval……Kansas has 2,000 school-houses, against 200 in 1860. The finest school building in the West is that now going up for the University at Lawrence, to cost $150,000……The new school law of Connecticut provides for compulsory attendance at least three months a year, and for minority representation in the school boards……The Tennessee Legislature has granted a charter for the great Central University proposed for the Southwest……A notable fact is stated of a recent institute in Kentucky: "All the sessions of the week were attended by the citizens *en masse*, and the final adjournment was made with more than 400 persons present."……The free high schools of Maine are gradually supplanting the academies……An Episcopal church for children, with a kindergarten attached, is building in Hoboken……The *National Normal* and a fair correspondent kindly correct a recent statement by reminding us that Mrs. Emma Willard died in 1870.

THE MICHIGAN TEACHER.

Volume VII. . . . . NILES, DECEMBER, 1872. . . . . Number 12.

A PLEA FOR A LIBERAL EDUCATION.

BY PROF. A. LODEMAN, OF THE STATE NORMAL SCHOOL.

EVERYONE whose attention has been turned at all in that direction must have noticed that within the last few years the study of languages in all educational institutions, from the union schools to the colleges and universities, has undergone a modification: the courses of study in these branches have been extended. Though we notice this fact in many places with regard to both ancient and modern languages, it is more generally perceptible in the latter. This movement is going on, and seems to have taken hold of the people to such a degree that probably no effort, either to encourage or to check its progress, would avail much at the present time. Nevertheless, as opinions all over the country are divided (though unequally divided) as to the soundness, cause, and possible results of this movement, it may not be without interest to many shortly to review the importance and relative value of ancient and modern languages as a part of our system of education.

It is scarcely necessary to premise that, while making these remarks, we do not lose sight of other branches of instruction to which justly a great amount of time is given in our schools, and ever will be as long as men care to know anything about the world in which they live. That man is unworthy of the age in which he lives, who would try to depreciate those sciences which teach us more and more to see the

glory of God, as it is manifested in His works, which enable man to analyze bodies at a distance of millions of miles and render him triumphant over time and space. Again, how can any man, if he were narrow-minded enough to wish it, ever hope to lessen the value of that science without which there would be no order nor system in human affairs, by the aid of which men have accomplished a thousand marvelous things, built bridges as light as cobwebs, it seems, and yet, by a wise distribution of materials, safe for the heaviest trains; a science which, by its applications in civil and mechanical engineering, has made iron more valuable for human progress than gold, which has saved many a man's life and would save many more, if its lessons were heeded more carefully; whether in the service of the clerk behind the counter or of the most accomplished mathematician who, under the guidance of Leibnitz, does not recoil from entering even the field of the infinite small, our indebtedness to mathematics is such that no reasonable man will deny their highest importance as a branch of study. It is exactly the undeniable importance of these studies that renders the question more interesting whether the desire for a more extended knowledge of the languages is justifiable.

Many works have been written by learned men on the study of languages. It would not only be useless to try to say anything new on that subject, but it would be presumptuous were we to repeat what has been said much more forcibly and elegantly than we could express it. On the subject in general we would therefore make but one remark, namely, that the study of languages is in so far dissimilar to any other as, while we pursue it, it serves already as a means for acquiring other knowledge than that of the language itself. If our mother-tongue is the principal channel of instruction, every new language, ancient or modern, which we take up, forms an additional means of enlarging the circle of our knowledge. This is a very strong point in favor of the study of languages.

There was a time when nearly all valuable knowledge was obtained either through the Latin or the Greek; and, though the principal modern languages contain ten times more information than either of them, including many departments of which Greeks and Romans never dreamed, a knowledge of the two classical languages has, from the time of Erasmus to our own, been considered an essential part of a libera education. And how can it be otherwiee? How can those two languages which form, as it were, the treasury of the whole ancient civili-

zation, ever lose their claim on the deepest interest and esteem of all civilized nations? Does not our art and culture take its root in ancient Greece, and are there more perfect models of literature than are those which the languages of Sophocles and Cicero furnish us? There can be no more ennobling study than that of the classics, which transfers the student — if he pushes his labors far enough — from the modern world which surrounds him into one of men who inhabited this globe many hundred years ago. If many a son or daughter is sent away from home in order to gain experience and enlarge his views by the contact with different people of their own time, how much more effective must be a sojourn at ancient Athens or Rome with men of bygone ages!

It is because of this superior means of culture which the ancient languages furnish — a merit freely acknowledged by the most educated men of all nations — that it may appear doubtful whether modern languages do at all deserve earnest attention in our educational institutions; whether a movement in favor of a thorough study of the same is one which deserves encouragement or not.

If the ancient languages were once the only means of acquiring knowledge, they of course were also the only means of discipline, unless discipline be considered as a process of cramming which leads to no perceptible results. We do not know whether anybody holds such a view, but we are sometimes inclined to think so, if we see how disciplinary power is attributed to certain branches and denied to others. In our opinion — and it is based upon the etymology of the word, which, we believe, is generally understood in such a sense — discipline is afforded by all kinds of useful knowledge; and the more useful the knowledge a study furnishes, the greater is its disciplinary power. Then, since the ancient languages have ceased to be the only means of gaining knowledge, as they were during a part of the Middle Ages, we can no longer consider them as disciplinary studies *par excellence*. If a mathematician or engineer studies French and employs this language in his professional researches, it will not only be of more practical but also of more disciplinary value to him than, for instance, some years spent in the study of Greek; for his French leads him to a higher degree of perfection in a certain province of mental labor; it is truly disciplinary, while his Greek would probably be forgotten, because it does not afford him any help in his calling.

We may easily be misled to underrate the discipline the study of

modern languages affords, by the circumstance that ancient languages, because they are dead, can *only* be learned by a systematic course of study, while a certain familiarity with modern languages may possibly be obtained in a practical way alone; that consequently the study of the former, which we have to learn from their literature, necessarily affords discipline, while the latter eventually may not; but whenever they are studied grammatically and, which is now the case in all institutions of any standing, in a philological manner, their disciplinary influence can not be overrated.

With all our esteem and love for the languages of the ancients and their unsurpassed monuments of literature, it is our firm conviction that, for the majority of those persons who have to decide either for the one or the other, French and German would be more valuable, with regard to usefulness and discipline, than Latin and Greek. They are the languages of nations who, at the present day, share with us the soil of our mother earth. They are the speech of our neighbors, to whom we owe esteem. Rich literary treasures have been amassed in these two languages, in some respects not equal to those bequeathed us by the ancients, in others superior. The ancient languages ought to be, and ever will be, the strong pillars upon which rests the triumphal arch of the widest culture: still it is a mistake to presume that they, under all circumstances, exclude narrowness of mind.

Let me illustrate. On an afternoon in 1867, a company of gentlemen were assembled in their club-room at the hotel of a small German town. Most of them were lawyers and other professional men; among them was a young doctor of the University of Goettingen, then *docent* at some university. Soon another gentleman entered with a radiant face, for he brought the news that the first message had been received from America by the transatlantic cable; that the enterprise, after so many disappointments, was a brilliant success. "That's of no interest to us," was the reply given by that young doctor, who, by the way, is a prominent classical scholar and a much-respected professor at one of the great German universities. The rest of the company did not conceal their surprise, and protested against the assertion that one of the greatest achievements of the human mind was of no interest to them.

But this incident shows that even a very thorough classical education does not always form liberal and generous men. There are such that will mistake the relative value of ancient and modern times so much, that they think it below their dignity to withdraw their atten-

tion from the ancient classical world, and be interested in institutions of such a practical kind as telegraphs and railroads, or, while they are full of praise for the creations of ancient statesmanship, they have no eye for a glorious republic of their own day, though it forms the object of admiration of the whole civilized world around them. Fortunately, such men are exceptions in Europe, as well as in America. In general, it is just the classical scholars that know best how to appreciate the achievements of modern civilization, and consequently its most powerful agents, the modern languages.

Philological study, without the aid of modern languages, can be but very limited. The intercourse between the different nations on this field is becoming more animated, as it is on every other. One of the greatest magazines of Germany, in one of its recent numbers, devotes two articles to American scholars (Whitney and March), and Americans can no longer afford to depreciate — in fact they never did — the importance of the German and French languages, as means of instruction and investigation. We read in an American paper of high standing that in Germany good books on Shakespeare are more frequent than in England, and English writers have called attention to the merits of German criticism on this and other English authors.

But there exists no necessity for illustrating the importance of a knowledge of the principal living languages. Every people feels it, and their study has been or is on the point of being extended all over the world. The good influence of their cultivation is apparent, as well as the evil consequences of their neglect. It is a fact, although it seems incredible, that the mass of the French people honestly believe the Germans to be a barbarous, uncivilized people. Only men of high education are aware of the blindness of their countrymen. German is studied very little in France. With a more extended knowledge of that language, the French would certainly have acquired a more accurate appreciation of their neighbors' merits and demerits, their strong and weak points, and a great disaster would perhaps have been spared to that nation. It is well known that French opinion about the English people was not less absurd than that about the Germans, until, at the time of Hume and Rousseau, they began to study more the language of that queer people "*d'outre Manche.*" They then found out that, though different from the French, they are quite respectable men and women, after all. When Thiers, the President of the French Republic, was lately presented by Count Moltke with a

copy of his history of the late Franco-German war, he said, in his letter of thanks, that the first thing he would have to do was to have the book translated into French, as he could not read it in the German original. Thiers' celebrated work of twenty volumes, the History of the Consulate and the Empire, was then written without referring to German sources, and, though Thiers is altogether a brilliant writer, rather than a reliable historian, his greatest mistakes ("schoolboyish," as some critic calls them,) arise from his deficiency in the knowledge of languages. Another French historian, who took the wars of Napoleon I. for his subject — M. Charras, a true republican to his death, who preferred living in exile to accepting the amnesty offered him by Napoleon III. — did not begin his work before having acquired a knowledge of German sufficient for the study of German sources. His histories of the wars of 1813 and 1815, as far as finished, stand the test of severe criticism.

In an educational paper published in Cincinnati we read that "there is not a State in the Union, of good educational standing, that has not a larger percentage of its children in school than has Prussia, with her compulsory system;" and further that "compulsory education in Prussia means tyranny." As long as such assertions are circulated, should not every enlightened and well-educated American wish for a more accurate acquaintance between the two nations? Is there not really danger that other people, besides the author of such ridiculous reports, should come to the same conclusion as he does; namely, that education prepares a people for enduring tyranny?

The study of foreign languages must be the first step, if we want to become acquainted with the manners and institutions of other nations. No nation, not even the greatest, can afford to live regardless of other great nations. It would be unreasonable not to make use of the experiences others have gone through; and, as ambition and competition are the mainsprings of activity in individual life, so they are in the life of nations. Too great a deference for the foreign and a mere imitation of their fashions, manners, and institutions, is contemptible for any people, but the words, "Prove all things, and hold fast that which is good," contain infinite wisdom. As far as history reaches, one finds that nations have borrowed and learned from each other; and so they do now. We could name a goed many things which people in the old country have learned from the Americans, and more, perhaps, that they ought to and probably will learn. There are others which we

adopt from them; for we are not so narrow as to refuse something that is good in itself, for the reason that it comes from another country. If it is true, for instance, as our first scholars assert, that in general our children have, at a certain age, not learned so much as those of some other nation, it is worth while for us to investigate that matter, to find out the causes. May be they are very simple: perhaps their teachers are better, or their ways of teaching and their courses of study are more attractive than ours — perhaps there is less machine-work, less pedantry about their school-rooms. Of course, we should never be willing to sacrifice the order and cleanliness of our school-rooms, nor should we conceive the sinful thought of renouncing our school system, of which the whole people is justly so proud. But slight and steady improvements might perhaps enable us by and by to attain the same results as others; for it is not pleasant to think, after all, that our children, with as much brain and perhaps more than others, should not receive as good an education as they, or that they have to learn in after life what others learn in school.

But all these are suggestions based merely on possibilities. We give them as illustrations of the necessity of comparing ourselves with our neghbors, our nation with other nations. Educators, whether they are engaged in teaching mathematics or Greek or French or natural sciences, should be enthusiastic in the propagation of *general* knowledge and culture. It is true all men have to be more or less specialists. The greatest scholar can not know everything; but what we have a right to expect of every man of education is a due appreciation of all the varied elements of culture. One or two studies do not afford culture. A person may be a "splendid scholar" in algebra, and yet fully deserve to be called ignorant. And especially is it impossible for any man, or for any body of men, to tell which one of the branches in which our public schools furnish instruction, will prove most beneficial or afford the best discipline to the students. There are, of course, certain branches of study which must form the foundation of all others; but with regard to those studies which are often comprised under the name of "accomplishments," it is almost always unsafe to advise a student to take one in preference to the other, or to place some of them within easier reach than others. Many a boy or girl, it may be assumed with good reason, has been discouraged and disgusted with his studies, because he was advised or obliged to take a course which was not adapted to his taste. As to languages, for instance we should at all time

advise a student to take both ancient and modern languages; but if he be so placed that he has to decide either for the one or the other, we should unwillingly give any advice, unless he has fully decided for a particular profession. When the languages are taken up sufficiently early, pupils can without great difficulty learn two or more of them without any interference with their English studies. The reports from those schools in this country where the study of German is introduced at an early time and carried on through the higher classes, state expressly that by such an arrangement the English branches not only do not suffer, but are studied with better results. There are as yet not a great many schools that have thus laid the foundation of a more generous education; but there are a few in almost every State, and the tide is swelling. If we hear many of our most intelligent men express their wishes with regard to the education of their children, we can not for a moment doubt that the time is not very far off when the public schools will furnish excellent opportunities for the study of languages and universal history. Let nobody fear that the children will thus be stuffed or crammed. There will be no necessity for it: the human mind is always willing to receive useful knowledge, and if rightly treated it is very elastic; but it is not a mill "which is going to grind grain famously by and by, if you practice it in grinding gravel-stones now."—Merely disciplinary studies, if there were such, would be nothing but gravel-stones. Prof. Whitney, from whom those words are quoted, at the same place says: "To ask what knowledge is disciplinary, is the question of ignorance. The true question to ask is, What kind of discipline does any given knowledge afford, to what does it conduct, and what is its value for that general culture which should be the universal possession, or for anyone of the departments of special training which have to be shared out among different individuals and classes?"

It is in this light that the different studies should be viewed; and no doubt all of those which are taught in our schools will stand the test, and among them the modern languages, long neglected, yet now receiving more and more the attention which is due to them. Ask the merchant, the physician, the philologist, the historian, the engineer: each one will tell you how useful or necessary a knowledge of modern languages is in his trade or profession. Ask any intellectual man or woman, and he will tell you how much he enjoys or would enjoy reading in the original, works to which he felt justice was not done by the translator; for translations are good, in want of something better, but

who can imagine that Milton or Macaulay's Lays of Ancient Rome do not lose in the translation of their sublime beauty and power? Or ask Bayard Taylor himself whether his almost perfect translation of Faust is equal to Goethe's tragedy. And whoever sees what a source of intellectual enjoyment the languages are to those who are fortunate enough to understand them, and of what practical benefit they are for special research in many professions, can no longer deny the justice of the demand in their favor for equal rights with other studies. To refuse this, or to discourage their study by special devices, would certainly have no lasting effect; for it is in vain that men try to dam the tide of progress. But for the time being many would suffer from such injustice. If a child can, besides his ordinary studies, acquire the knowledge of another language, and we do not give him an opportunity, we fail in our educators. If to persons who are responsible for their own doings, every facility is not given to gain such knowledge as they think will be most useful to them, there is wrong again. There are many roads that lead to the temple of knowledge. All men engaged in educational work are guides on the way, for the assistance of travelers. They should kindly point out to the inquiring wanderer that way for which he shows a preference, but not insist upon his taking the same path upon which they have traveled. Let all gates be open, and each one be shown there where wishes to enter; thus there will be least danger of anyone's staying outside.

It is neither a certain amount nor a certain kind of knowledge that makes man happy, good, and useful; but he will be so if he lives in harmony with himself and others. To make men contented must then be one of the principal aims of education; but how can this end be attained unless due consideration is given to each one's wishes and taste?

NOTE.—When we wrote in the above paper the passage in which we attribute the late disasters of the French partly to their neglect of the study of the German language, we were doubtful whether it were wise to lay so much weight upon that lack in the French system of education. But though we feared that many might not agree with our view, we could not decide ourselves to suppress those lines, for we were convinced of the correctness of our opinion. We are happy to see it corroborated by a circular sent by the French Minister of Public Instruction, M. Jules Simon, to all directors of French schools, an abstract of which is given in the *Courrier des Etats Unis* of October 19. We translate:

"It is a disgrace that France has been behind the times in these studies [namely, modern languages]. In a few years people will no longer understand this ignorance, and it will be our honor that it will then appear incomprehensible. . . . You will make arrangements to the effect that essays be read alternately in French, German, and English. . . . The object of the study of the living languages is to be not only to read them, but to carry on a conversation in them. . . . I am determined to insist upon our students speaking at least one living language besides their own: this will be a real service rendered to our country." (See *Courrier des Etats Unis*, Oct. 19, p. 12.)

THINGS WE OUGHT TO REMEMBER.

BY PROF. C. B. THOMAS.

[Concluded.]

II. ABOUT OURSELVES. Teachers ought to remember that a large part, perhaps the more valuable part, of their work is done unconsciously. I know we are apt to think our work is simply to teach the matter of the text-book. In fact, for mere intellectual training, I think this idea has gained too great prevalence. Book-makers have vied with each other to inclose within the covers of the book all the teacher ought to say or the pupil to know. It only remains for the teacher to ask and the scholar to answer according to the book, and all the requisites of an education are supposed to be complied with.

But the very best text-book, unless enlivened and vivified by the study and genius of a live teacher, soon becomes dull and insipid. But aside from this idea, which is a matter indeed of great importance, the teacher is, in and of herself, a teaching force more potent than any text-book.

I believe that the children in Michigan now under twelve years of age, in their manners, address, habits of mind and thought, will in after life owe more to the models found in their teachers than to any other one influence, perhaps to all others combined. In these respects the example of the teacher is constantly before the scholar, and, perhaps unconsciously to both, makes its indelible impress. If the teacher be easy and natural, awkward or affected, so will the children become; if narrow-minded and ignorant or cultivated and well-informed, the pu-

pils will form their ideals accordingly. If this be true — and can there be a doubt of it? — the teacher ought to possess whatever grace and culture can give to manner as well as to mind. He or she ought to have at command the facts of history, of science both physical and social, of geography and geology; attention should be given to general reading; information should be sought from all sources. It should be accumulated and kept in store, ready for use when opportunity or inquisitive pupils demand it. Knowledge is power, and the possession of it is an ever-flowing fountain of influence.

Next after these moral and intellectual needs of the teacher come the requirements of a physical and social culture which gives to manners the charm of easy naturalness. It is a question in my mind whether society and the world owe more to intellect or to courtesy. If mind must wear the crown as the world's greatest benefactor, courtesy must give the grace and beauty which make it pleasing to contemplate and powerful to influence.

We all know how much there is in manner. A gesture, a movement, will sometimes throw over a whole company a chill which nothing, for the time, can remove; while a kindly smile, a gracious condescension, will often make every face within its radiance beam with new light. Ought we not to remember this — to be more studious of manner and of bearing, to be more careful about the little courtesies of the school-room?

I said "we should be studious of our manners." Don't suspect me of advocating what may be called artificial in manners; unless, indeed, it be that highest kind of art which enables the artist, unconscious of his method, to exhibit to us the simplicity and beauty of unaffected nature. I once knew of a gentleman teaching in a rural district who, possessed of a commanding physique but of inferior brains, assumed a dignity and pomposity of manner quite extraordinary in the neighborhood. In the course of his "boarding round" he knocked one night at a door which was opened by a little child who had never seen his worship before. The child ran to its mother to tell her that some one wished to see her, and, on being asked who he was, said it did not know, but thought he must be God. I am sure no further caution need be given in this direction.

III. OF OUR METHODS. I have spoken of the effort on the part of book-makers to put in a book all that a teacher ought to say or a

scholar to know. These books are often commended on the ground of their fullness in these particulars. It is natural that the teacher, finding everything "cut and dried" for him in the book, should fall back upon it and relax in his or her personal effort. Many of our teachers are thus becoming mere rote-teachers, making little effort to exercise their own inventive faculties for methods and illustrations. We ought to remember that we thus dwarf our own faculties by disuse, and fail to enkindle any enthusiasm in our classes.

The illustrations of a skillful teacher, though possibly less accurate, are generally better understood and always more inspiring to the pupil. The imperfectly developed faculties of the child, of which I have before spoken, often make the studied, logical definitions of the text-book incomprehensible, while the familiar explanation of the teacher will be readily grasped. And just here let me make a suggestion. Never ask a child, unless well-nigh adult, to learn a rule till you have prepared the way for a clear understanding by the inductive method of example and explanation.

A text-book on arithmetic, used in the public schools of Liverpool, not long since fell into my hands. It was filled from cover to cover with a mass of problems. It did not contain a rule, a note of explanation, nor a single example solved. The whole work and duty of explanation and illustration were devolved upon the teacher. This is the opposite extreme, but I question if it be not better so than as too often in our own text-books.

Remember that not all knowledge is found in books, and that the teacher who makes most use of natural objects, of birds and animals, of flowers and trees, of water and air, of arts and trades, of familiar science of every kind, will do most to stimulate observation, to enkindle enthusiasm, and to prompt to effort. He or she, then, is the best teacher who will send children out into life with faculties alert and eyes open, though they may not repeat the text-book by topic. Rest assured that in later years their minds will be better stored than those whose heads were early crammed with useless verbiage.

We should remember the old adage, "*Ne disce multa, sed multum*" — do not teach many things superficially, but a few things thoroughly.

Too often we seem to me to teach our children at school very much as we cram our stomachs at table. We ransack the world for viands, exhaust the resources of the cuisine for variety in preparation, and

then overload the stomach with unreasonable quantity. Is it a wonder that this delicate organ, thus made the digestive emporium for all the products of the world, irritated, outraged, and disgusted, should sometimes turn with dyspeptic wrath, grievous and lifelong, upon its merciless tormentor?

Study in school is too nearly after the same unhealthful method.—Unprofitable study and untimely study are the sources of much wasted time in school. Scholars, according to the prevalent "system," are expected in a few brief years to sweep through the whole range of the sciences, to swallow and digest them all. They are not even allowed to do this in a natural and rational way. Instead of being permitted to take their mental food and digest it in a natural way, they are made to swallow it by the "topic method of recitation" in great slices, and are fast becoming victims of intellectual dyspepsia? Is it any wonder that the brain, like the overworked stomach, sometimes loses its tone and vitality?

We should remember to give needed encouragement to the timid and to hold a proper restraint over the forwardness of the precocious and bold. Many a naturally fine mind has been dwarfed and injured in school, because in the hurry of a busy school-room the first diffident, stammering efforts were branded as failures.

In dealing with disobedient or careless scholars, we should remember to distinguish between the faults of the pupil and the pupil himself. By hating their vices too much, we may come to love the scholars too little. A child will bear a reasonable punishment of his wrong act; but when he feels that the blow is inflicted upon him through dislike, even though that dislike be caused by his faults, it makes a wound which is very slow to heal.

Let me now condense all this long talk into a portable form:

1st. Study the mental habits of childhood: this knowledge is the key to success.

2d. Do not overestimate the mental grasp of childhood. It is as weak, often weaker, than its physical.

3d. Remember that a child never perfectly comprehends; it only understands in part till its faculties, like its body, grow to maturity.

4th. Remember that a child's mind comprehends more clearly with every repetition of its truth or formula, just as the hand becomes more skilled with every manipulation.

5th. Remember that the scholars study the teacher, whether they do the books or not. Be sure that in speech, in manners, in courtesy, in attainment, in ambition, you are worthy to be studied.

6th. Remember that to awaken thought, to stimulate to investigation, is better than to cram the memory with ready-made knowledge.

HAWTHORNE'S JUVENILE BOOKS.

BY PROF. W. C. COLLAR.

IN one important particular our primary education appears radically wrong. It is wrong in principle and wrong in practice. Occupying as it does the period when the intellect and the heart are most susceptible, and when the impressions received are most likely to combine into permanent elements of character, we neglect the very means that nature and reason point out as the most potent for good. We bind the intellect to barren facts. We fetter it with knowledge, instead of feeding it with ideas. The training of our teachers, our courses of study, our instruction, and our examinations, all point the same way. It is so much arithmetic, grammar, and geography — not a mind active, curious, and intelligent, that we seem to make the great desideratum.— We set a high value upon the tangible results of study, such as we can represent in figures and estimate in per cents; but the more precious fruits of education, the outcome of manifold influences working indirectly and unconsciously, we prize far less, or disregard altogether.— As one natural and even necessary consequence of this exaltation of the mechanical part of education, the immense importance of reading as a means of culture has by no means been appreciated. I do not refer to the elocutionary or rhetorical exercises of the school-room.— These have their value; but they should not usurp, as they now do, the place of real reading — that is, the reading of works of poetry, fiction, biography, and history, with a view to awaken an interest in human thought and action, to rouse the sympathies and kindle the imagination; in a word, to quicken the intellect and increase its receptive power; and then, by filling the mind with noble thoughts and images, by familiarizing it with inspiring types of truth and manliness, to guide

and raise the moral instincts, and assist indirectly, but yet powerfully, in the formation of worthy ideals of life and conduct. These two objects should be kept steadily in view in the choice of books for youth, and upon the wisdom of the choice very much depends.

As regards the teachers in our public schools, the duty of selection for their pupils can not be said to occasion much embarrassment.— They are generally spared the trouble of deciding, by the adoption, by the powers that be, of some one of the standard series of "Readers," often very good compilations in themselves and well adapted for use as elocutionary drill-books, but unsuitable to the higher purposes which literature should be made to subserve in the education of the young. But aside from the routine of school-work, it is possible for the teacher to do his pupils inestimable service by seeking, by every variety of endeavor, to inspire them with some love of reading, and by directing or advising them in the choice of books. It is an unfortunate consequence of the exclusive use of school readers that they seem to create an aversion rather than a fondness for reading; and their employment can be justified only on the ground of the supposed necessity of having in a single volume a manual of elocution or "rules for reading," combined with various selections in prose and verse. Perhaps if nothing beyond the training of the voice and the acquiring of correct pronunciation is to be attempted, we could not do better; but on any other supposition why, in the name of reason, are our children kept for five or six years at the dreary task of reading a series of disjointed and uninteresting extracts? Or why should this be all? We firmly believe it would be a great step in advance if the time given to reading were trebled, and entire works by the best writers were used, even in the lower classes of grammar schools. Scott's Rob Roy or Ivanhoe, Goldsmith's Vicar of Wakefield, Macaulay's Lays of Ancient Rome, Franklin's Autobiography, Morris's Earthly Paradise, Irving's Crayon Miscellanies, — these and similar works are not above the capacity of children of ten or twelve years of age. Not, of course, that they would understand or appreciate everything: to assume that, even of the majority of mature readers, would be to pay them a flattering but undeserved compliment. It is enough that they would read with an intelligent interest, and that in this way a positive disrelish may be produced for the vapid juvenile literature with which we are deluged.

Let it not be supposed that this is mere theory. The course which we are recommending we have made trial of in our own school and fam-

ily, seemingly with good results. The works already named, with others, have been found to be well suited to the ends already pointed out as those of primary importance; but none have been read with greater pleasure and profit than the three little volumes written by Hawthorne for the entertainment and instruction of children.

The supreme difficulty in producing books for the young, of sterling merit, is attested by the comparatively small number which even the largest charity could pronounce good. Manifestly, success is not to be gained here without rare gifts of mind and heart combined; and to one conscious of possessing these, even the highest possible success in such a sphere must seem, one would suppose, but an insignificant triumph. When, therefore, a writer of exquisite genius and world-wide fame devotes the highest powers to so humble a task, we feel that it argues a goodness of heart that gives him a new claim to our love and admiration. The Wonder Book, Tanglewood Tales, and True Stories may add nothing to the renown of the author of the Scarlet Letter; but they have made and will continue to make the name of Hawthorne dear to thousands of children, and so will contribute in no small degree to perpetuate that fame which has been won by more ambitious and splendid productions.

The Wonder Book and Tanglewood Tales form essentially one work being alike in subject, aim, and treatment, and differing only in title. The task which the author set himself to perform in writing these two little volumes must have been an attractive, but by no means an easy one. It was not merely to present the most interesting and remarkable of the classic legends in simple and pleasing language. That would not be difficult, and has, indeed, been well done by Cox in his Tales of Ancient Greece. These strange myths, so instinct with the spirit of the old Greek race, yet in the form in which they have reached us often disfigured with features so gross and repulsive as to excite our wonder, were to be purged of "all that is abhorrent to our modern Christianized moral sense," enlivened with touches of humor, and adorned with a thousand graceful fancies. They were, in truth, to be recreated without sacrificing their integrity. To see with what consummate skill all this has been effected, one needs to compare the stories of Medusa, the Golden Fleece, the Pomegranate Seeds, or the Minotaur, in Hawthorne's version, with the original narratives.

Often by the interpolation of various charming details, some scene or event is presented to the imagination with a vividness that painting

could hardly rival. In the story of Theseus, by Plutarch, that author tells how Ægeus, the father of Theseus, some time before the birth of the boy, hid a pair of shoes and a sword under a rock, on the eve of his departure for Athens, enjoining upon his wife Æthra, if she brought forth a son who should be able, when he came to man's estate, to lift up the stone and take away what he had left there, to send him to him with all secrecy and despatch. After recounting the birth and events in the early life of Theseus, the narrative continues thus:

"Theseus displaying not only great strength of body, but equal bravery, and a quickness alike of force and understanding, his mother, Æthra, conducting him to the stone, and informing him who was his true father, commanded him to take from thence the tokens that Ægeus had left, and to sail to Athens. He without any difficulty set himself to the stone and lifted it up."

In Cox's Tales of Ancient Greece the story is told as follows:

"At length the days of his youth were ended, but Ægeus came not back; and Theseus went to Æthra, and said, 'The time is come, my mother; I must see this day whether I am strong enough to lift this stone.' And Æthra answered gently, 'Be it as thou wilt, and as the undying gods will it, my son.' Then he went up to the rock, and nerved himself for a mighty effort, and the stone yielded slowly to his strength, and the sword and sandals lay before him."

Hawthorne's version is almost too long to quote, but it is impossible to abridge it without marring its beauty:

"Often and often, after this, did Theseus ask his mother whether it was yet time for him to go to Athens; and still his mother pointed to the rock, and told him that for years to come he could not be strong enough to move it. And again and again the rosy-cheeked and curly-headed boy would tug and strain at the huge mass of stone; striving, child as he was, to do what a giant could hardly have done without taking both of his great hands to the task. Meanwhile the rock seemed to be sinking farther and farther into the ground. The moss grew over it thicker and thicker, till at last it looked almost like a soft, green seat, with only a few gray knobs of granite peeping out. The overhanging trees, also, shed their brown leaves upon it as often as autumn came, and at its base grew ferns and wild flowers, some of which crept quite over its surface. To all appearance, the rock was as firmly fastened as any other portion of the earth's substance. But, difficult as the matter looked, Theseus was now growing up to be such a vigorous youth that, in his own opinion, the time would quickly come when he might hope to get the upper hand of this ponderous lump of stone.

"'Mother, I do believe it has started!' cried he, after one of his attempts. The earth around it is certainly a little cracked."

"'No, no, child,' his mother hastily answered; 'it is not possible you can have moved it, such a boy as you still are!'

"Nor would she be convinced, although Theseus showed her the place where he fancied that the stem of a flower had been partly uprooted by the movement of the rock. But Æthra sighed, and looked disquieted; for, no doubt, she began to be conscious that her son was no longer a child, and that in a little while hence, she must send him forth among the perils and troubles of the world.

"It was not more than a year afterwards, when they were again sitting on the moss-covered stone. Æthra had once more told him the oft-repeated story of his father, and how gladly he would receive Theseus at his stately palace, and how he would present him to his courtiers and the people, and tell them that here was the heir of his dominions. The eyes of Theseus glowed with enthusiasm, and he could hardly sit still to hear his mother speak.

"Dear mother Æthra," he exclaimed; "I never felt half so strong as now! I am no longer a child, nor a boy, nor a mere youth: I feel myself a man! It is now time to make one earnest trial to remove the stone.'

"'Ah, my dearest Theseus,' replied his mother; 'not yet, not yet.'

"'Yes, mother,' said he, resolutely; 'the time has come.'

"Then Theseus bent himself in good earnest to the task, straining every sinew with manly strength and resolution. He put his whole brave heart into the effort. He wrestled with the big, sluggish stone, as if it had been a living enemy. He heaved, he lifted, he resolved now to succeed, or else to perish there, and let the rock be his monument forever. Æthra stood gazing at him and clasped her hands, partly with a mother's pride and partly with a mother's sorrow. The great rock stirred! Yes, it was raised slowly from the bedded moss and earth, uprooting the shrubs and flowers along with it, and was turned upon its side. Theseus had conquered!

"While taking breath, he looked joyfully at his mother, and she smiled upon him through her tears.

"'Yes, Theseus,' she said; 'the time has come, and you must stay no longer at my side. See what King Ægeus, your royal father, left for you beneath the stone, when he lifted it in his mighty arms, and laid it on the spot whence you have now removed it.'

"Theseus looked, and saw that the rock had been placed over another slab of stone, containing a cavity within it; so that it somewhat resembled a roughly-made chest or coffer, of which the upper mass had served as the lid. Within the cavity lay a sword with a golden hilt, and a pair of sandals."

Something might be said of the value of these Wonder Books as giving children a familiar acquaintance with legends to which allusions in literature are very frequent. It is true that information may be got from works of reference. In classical dictionaries, and elsewhere,

the general reader will find something about Minos, the labors of Hercules, the Pygmies, the Dragon's Teeth, and so on; but such fragments of knowledge do not easily find lodgment in the memory, and take no hold on the sympathies or the imagination.

The design of the True Stories was to present sketches of some of the most distinguished men and remarkable events in our early history in such a form and style that the young might make acquaintance with them of their own accord. The history is related by the aid of a pleasing fiction. A venerable, white-haired old man tells his grandchildren, as they gather about him or climb upon his knees, the adventures of the curiously-carved arm-chair in which he sits and which has passed from one to another eminent historical personage, from a little after the landing of the "Mayflower" to the death of Samuel Adams, its last possessor and occupant.

The conception of this little work seems to us unique and its execution perfect, and we commend it as a model to all who undertake to write histories for the young. There is no lack of such works, some of them written with taste and judgment, but fatally wanting in interest, and so simply good for nothing. All the purity, simplicity, and grace of style which distinguish the history of Grandfather's Chair would not have saved it from neglect, if it had been deficient in this one essential quality. But it is not, and one can hardly understand the author's doubt whether he had produced a really readable book for children. As we read we seem to see the old arm-chair, now grown dark with age, and to be listening with that group of youthful auditors, sharing their wonder and delight, and with them regretting at last that grandfather's store of tales is exhausted. To the history of Grandfather's Chair are added brief biographical stories of Benjamin West, Sir Isaac Newton, Samuel Johnson, Oliver Cromwell, Benjamin Franklin, and Queen Christina.

It may be that, for some time longer, the reading of our boys and girls at school will be confined, as it has been hitherto, to a few volumes of "Elegant Extracts"; but we are not without hope of better things. We should like to see a trial made of True Stories, in place of some one of those interesting compilations, and would take the liberty of suggesting to the publishers that they print a cheap edition, with a number of really good illustrations.—*The* (*Massachusetts*) *Teacher.*

HOW TO TEACH SPELLING.

BY C. WOODWARD HUTSON.

A THOROUGHLY good speller is apt to cross his *t*'s and dot his *i*'s, and to punctuate properly. A thoroughly good speller will also be punctilious enough to invariably look up any word as to the spelling of which he is not sure. Hence, the good speller is such from a strong sense of the propriety of correct spelling and from a habit of careful observation. To this we may add that he is almost always a great reader, and has a very full vocabulary in his mind, which has come in through the eye and not the ear.

School discipline in spelling is therefore not absolutely necessary to the formation of this accomplishment, nor will it necessarily make a good speller of everyone subjected to it. Nevertheless, it will greatly help the indifferent speller, as well as him who is naturally prone to correctness in this matter. The great point is to give interest to the exercise, and to apply to it some rational system. These ends may be both attained by various methods of grouping the words to be studied. One mode consists in choosing some generic term, and grouping about it all the specific forms which may be classed under it. Another is the selection of some stem-word, as, for instance, the verb *please*, and giving in connection with it the derivative words *pleased*, *pleaser*, *pleasing*, *pleasingly*, *pleasingness*, *displease*, *pleasant*, *pleasantly*, *pleasantness*, *pleasantry*, *pleasurable*, *pleasurableness*, *pleasure*, *pleasure-house*, *pleasure-ground*, *pleasure-seeking*, *pleasure-sated*, and so on — taking care, of course, to point out the change of sound in some of the derived words. Another group might be formed of synonyms; another of words strongly contrasted; another of rhymes, both masculine and feminine; another of words associated geographically or historically; and still another of words arranged with reference to the stress of the voice falling on the same syllable.

But many of these words of grouping are suitable only for the more advanced classes. For the younger classes, perhaps, the best of all arrangements is the simple one which puts together words in which the sound and spelling agree as nearly as possible, that is, perfect rhymes, first of one syllable, then of two, and so on, until quite long words can be pronounced and spelt, syllable by syllable. Some explanation of the meaning of the words used should accompany every exercise in spelling, even for the youngest children.

No class should ever be allowed to consider a lesson fairly done with because it has been once recited. All that the class has gone over it should be taught to consider itself responsible for, always; and the teacher should take occasion to call on the class frequently for the spelling of words in the "old lessons." Words missed by any of the class should be carefully marked, and, day by day, those words should be put to the class, until they are thoroughly sick of the sound of them.

In all their other studies, the attention of learners should be called to any word of unusual spelling, any word violating some general analogy of the language, any word the sound of which is quite at variance with the spelling — and there are many such in English. In teaching children the correct pronunciation of foreign names or other words of a foreign language, the teacher, if his knowledge be sufficient, should endeavor to explain the principles on which the given combination of consonants and vowels form sounds so different from what they might expect from the same combination in English. Such explanations even very young children will catch with a readiness which would surprise those who have never tried the experiment or who do not realize the large part which curiosity and the gratification of it will play in the education of the young.

The old-fashioned custom of winding up the exercises of the school for the day with a big spelling-class, of which every pupil is a member, is a good one, as it frequently reminds the older ones that they are by no means perfect in what they may be disposed to think a simple part of scholarship, while it greatly delights the younger part of the school to be classed for once with the "big boys," and stimulates their ambition in no slight degree. Then, too, it closes the severe toil of the day with a bit of hearty fun, as all who remember this experience of their early days will testify.

Let it not be forgotten, too, that many who will spell very well in an oral recitation, seem to be shockingly ignorant when set to writing the

very same words. This is a curious fact, but one which anyone who takes the trouble to observe will find to be indeed a fact. Nay, the converse is also true. There are men who will tell you, "I am not quite sure about the spelling of that word, but let me write it down in a sentence, and I can tell from the look of it, whether it is the right spelling." Many who are habitual writers feel confident that they can not *write* a word wrong, though, if called on to spell it for another, they might feel at a loss. It is therefore highly advisable that there should be, in every school, exercises in writing from the dictation of the teacher. Both in the oral and in the written spelling exercises, it would be well to require the pupil to repeat the word before spelling it, that he may be set right, if he has failed to catch the word given, or in any way mispronounced it. This, I believe, is the rule in the normal schools in regard to *every* question put by the teacher; and it is a very good rule.

Great care should be taken to impress upon the learner the distinction in sense, marked by the difference in sound, of the large class of English words which have the same spelling. Few inelegancies of pronunciation are so grating to cultivated ears as those which are due to ignorance of these distinctions. Hence it is highly important that children should be early taught to distinguish between *perfume*, the noun, and *perfume*, the verb; *conjure*, "to earnestly entreat," and *conjure*, "to call up spirits by magic rites;" *object*, the noun, and *object*, the verb; *read* in the present tense, and *read* in the past tense; *wind*, the noun, and *wind*, the verb; *weal*, "welfare," and *weal*, "a swollen bruise;" and the like.

There are many other points, touching peculiarities in pronunciation and spelling, changes in derivation, and so on, which it would be greatly to the advantage of both teacher and taught that he should make himself familiar with, and then introduce to the notice of his classes. Everything which may tend to vary the form in which information is presented or study required; everything which may tend to enhance the interest taken by the pupils in their studies; everything which can in any way stimulate the desire to learn or excite a worthy intellectual ambition, is of value to the teacher, and should be used by him, each in turn, until actual experiment shall satisfy him as to the very best methods, and enable him to apply all that are fruitful in their place and measure.—*University Monthly.*

THE MANAGEMENT OF A SCHOOL.

IN the management and discipline of a school, it is of vast importance that the pupils be kept busy. The higher objects and aims of a real practical life should be kept constantly in view. Future usefulness is a practical idea, and leads to the best results. The slumbering energies of the mind may be aroused by awakening an interest.—Interest will stand on tip-toe when curiosity is created. Here the teacher has perfect control of the school, but confidence has not yet been secured. In gratifying curiosity, be careful of disappointment, and all will be well.

A practical education is, by far, the best. Close observation in everyday life leads to this. Inquiry and observation are encouraged by visiting with the pupils the telegraph office, the printing office, the book-bindery, mills and factories of all kinds, the foundry and machine shops. Attention should be called to the points of interest, and the working of machinery explained, together with the practical utility and importance of each particular avocation, their mutual dependence upon each other, and their general influence upon society. Such visits give the pupil a much better idea of the manner in which the various departments of business are conducted, and of the operation of the machinery, than all the apparatus that can be found.

Excursions to the fields and woods, to the hillsides and deep valleys, afford an excellent opportunity for observing and studying nature in her various departments. The pupils should be encouraged to collect and preserve specimens of the different varieties of plants, every variety of minerals, from the most common clay to the gem, specimens of rocks and mineralized animal and vegetable remains. They will soon learn that an abundance of shells, in a fossil or petrified state, are found in limestone; of vegetables in sandstone, slate, clay, etc.; and numerous bones, and even whole skeletons of quadrupeds, birds, amphibious animals, fishes, and also insects, occur in rocks of various descriptions.

The formation of cabinets, herbaria, and aquaria should be encouraged in every school. An aquarium in a school-room is a source of never-ending interest. It opens a new department in nature hitherto but little studied. Nature always rewards her closest students with the most signal success. The most important discoveries have been made by men whose early lives were spent in a close observance of nature. In this extensive range of subjects, the teacher will easily discover the peculiar taste and aptitude of his pupils. Let them be encouraged in that department in which the God of Nature has designed them to work. It is solemnly believed that ninety-hundredths of all the difficulties incident to the home circle and the school-room arise from the persistent efforts of parents and teachers to force children to disregard Nature's teaching. It is not the province of the educator to make mind, nor to pervert or distort it, but to lead it out, to develop it by timely assistance. Independent, individual thought, study, and exertion develops that originality of mind which boldly leaves the beaten paths of science and fearlessly strikes out into new and unexplored fields, to reap the rich rewards in store. Mental impressions in early life are hard to obliterate. How important, then, that the susceptible mind be thoroughly imbued with the love of order, right, and justice, with respect for equity, good government, and rightful authority.

Above all things, the school-room should be made pleasant, kept neat, and preserved without spot, mark, or blemish upon its walls, furniture, or surroundings. The teacher should always be cheerful, affable, and kind, sympathizing with his pupils in trouble, rejoicing in their prosperity, and encouraging the exercise of their more noble faculties. "Kind words can never die" is an axiom that should never be forgotten. It is easier, by far, to lead a friend than to drive a foe So it is with children: it is easier to govern them in love and friend ship than by severity and harshness. When the teacher succeeds in controlling himself, he will find little or no difficulty in managing his school. He that would govern well must first learn to govern self.—*From the Annual Report of State Supt. McKarty, of Kansas.*

— "MY son," said a fond papa, who was looking over the lesson his son had recited that day, "how did you manage when your teacher asked you to spell 'metempsychosis'?" "Oh, father," said the boy "I just stood spell-bound!"

— TRUTH in youth is a principle which might be more widely extended than it is with manifest advantage. Parents and teachers are too apt to consider boys and girls as so much inert matter, which can only be made into useful and virtuous men and women by a violent transformation. Education is deemed a manufacturing process, by which an artificial product is to be turned out, with qualities totally different from any possessed by the raw material. It is, however, a gross and dangerous error thus to mistake its purpose. Education of the young is rather like the cultivation of a plant, the growth of which is but the development of the germs in the original seed. It should be always borne in mind that the art of the teacher, to be successful, must consist in evoking the moral and intellectual, as well as physical, principles of being and action inherent in the young, and encouraging them to strengthen into mature forces. To attempt to transplant into human beings what nature has not already sowed there is as absurd as it would be to try to teach them to ascend and move about in the air with limbs and muscles only adapted to terrestrial locomotion.—*Bazar.*

— THE following is the last published article written by the late "Fanny Fern":

"Now is the time when parents recall their children from country rambles to school-desks, and grammar and geography. Those sunburnt little faces will soon assume a whiter hue, and those elastic limbs crook beneath them, unless you who are parents are willing to inquire further than what are the 'terms' for teaching. Let me beg you to add to this a glance at the *desks* where they are to sit. See if they are so constructed as to crook spines or to bend legs. Find out if there be proper ventilation, or the contrary. And put your foot down decidedly against lessons *out* of school, under the present system of protracted school hours. In short, be half as solicitous about these things as you are about their dresses, their shoemaker, and we shall soon have a reform effected by those only who can do it — *the parents;* for teachers like others, are apt to give that which is most *in demand.*"

— THE one serviceable, safe, certain, remunerative, attainable quality in every study and in every pursuit, is the quality of attention.— My own imagination or invention would never have served me as it has but for the habit of commonplace, humble, patient, daily, toiling, drudging attention.—*Charles Dickens.*

— A LEADING branch in some schools is the willow branch.

Hints for the School-room.

HOW TO USE A SCHOOL JOURNAL.

THE monthly coming of an educational magazine ought to be something of an event in the teacher's quiet life, and should herald some "new departures" in his culture and work. We have an impression that each number of — say the TEACHER — may be made most serviceable thus: Read it throughout, pencil in hand (as we trust all teachers are accustomed to read), marking the more valuable passages for a second perusal and for thoughtful consideration, at the same time making an index on a slip of paper to pages containing "practical" matter. The second readings completed, take this index in hand with the blank pocket-book which every teacher should keep for the entry of professional suggestions met with in reading and elsewhere, and go very carefully over every page indicated, noting in the book as well as the mind whatever seems likely to be useful to the teacher in the present or probable future circumstances of his work. Over fifty short articles appear in the "Hints for the School-room" every year, scarcely one of which has not some utility to him, as ordinarily situated. An Indiana exchange says that the "Hints" in our November number alone are worth a year's subscription. A method thus obtained, and approved as judicious, should receive the test of *application* as soon as possible. The school-room, in the last analysis, furnishes the measure of all pedagogic culture. Other departments of the magazine may well be read for professional information. The Literary and Advertising Departments should put the reader upon inquiry whether something is not noted that he unmistakably *needs*, for himself or his school. Let him also see if something is not suggested to him by his reading that he may contribute to the magazine, and thus discharge, in part, the debt due his profession. When the number has become a thoroughly-squeezed fruit, carefully put it away for binding.

PREPARATION FOR RECITATIONS.

A literary preparation is needed for each day's work. We do not mean that the teacher should go over, in full, all he is to say or do; that he is to prepare every question he is to ask, and, as some do, the answer that must come to the question; for this would result in just the cut-and-dried work we reprobate. A good preparation for work requires the teacher to go over the subject carefully, in order to freshen the memory, and to fix clearly in his mind the points in the lesson which are of prime importance, those about which all else centres, and also the recollection of some method of presenting them, to be followed as far as practicable, or the marshaling of many methods, of which the one best fitted for the exigencies of the case is to be chosen at the time of recitation. There should always be something definite to be accomplished by each day's work. If it is an advanced class which will go over considerable ground in the recitation, a topical outline on a small piece of paper is perhaps the best help a teacher can have.—This he can prepare when looking or thinking the lesson over the night or morning previous. These should be as brief as possible, that the teacher may not be "confined to his notes." This kind of preparation is very common, and perhaps the necessity for it is generally acknowledged. Let us not be weary in the well doing of it.

There is another preparation for our work which is less generally acknowledged than those which have been mentioned: we do not know enough of our pupils as boys and girls, as individuals. We are too apt to think of fifty pupils as fifty times one, and that one ourself, perhaps, or some one to whom we have been of great use as a teacher.—The worst of it is that our eyes are often so closed that we do not, even after a long experience, discover that the problem is one in addition, and not one in multiplication. The tendency of close grading is to confirm us in this mistaken notion. Much of the teacher's real success will depend on how he meets and grapples with the difficult question here presented. The teacher should be a close student of human nature, as it appears in the specimens before him. Two children never will be found who need the same treatment, till two are found who are alike in being and surroundings. A field opens here before the teacher as large as he can cultivate, and work as hard as he can do, but work the doing of which will bring a great reward. To do machine-work, and yet not to do it, is the problem which is set many of us. The difficulty of the problem should stimulate us to solve it.—*Me. Jour. of Ed.*

A SCHOOL POST-OFFICE.

In the first place I purchased a lozenge-box, cut a hole in the cover large enough to slip a letter through, and nailed it up in my school-room. I then made out a list of regulations, something like these:

1. Mail distributed each morning.
2. Each letter written by one scholar to another must contain a question pertaining to some subject presented in some text-book used in the school.
3. The scholar receiving the letter must answer it and the question it contains within one week from the time received, and also state in his letter the number of mistakes found in the letter received.
4. Letters must contain no matter not pertaining to the school.
5. If scholars receive letters which they can not answer, they may write and ask the teacher to assist them.
6. All written exercises given out in the classes must be directed to "The Teacher," and put in the office.
7. The Postmaster will inform the School Secretary of the number of letters distributed each morning, who will make a record of it in the school journal.
8. The teacher will claim the privilege of inspecting the letters at any time before distributing.
9. Each morning the Postmaster will collect the letters distributed the day before, and pass them to the teacher, who will correct and return them the next day.
10. The School Secretary will make a record of the letters free from errors, and also state by whom written.
11. Letters must be neatly written and properly directed.

These regulations I read to the school, explained the object of the post-office, advised each scholar to purchase a small blank book, and keep a record of the questions asked and answered, appointed a Postmaster and a School Secretary, and explained to them their duties.

The result of my experiment was a great interest on the part of parents and pupils, a full mail every morning, a neatly kept school journal, and a decided improvement in the language, spelling, punctuation, and writing of the children. They also acquired a vast amount of general knowledge, the writing of which fixed it firmly in the mind There were twenty-five scholars attending school, but eight of whom could write. During a term of twelve weeks, eight hundred letters passed through the office. Most of these letters were written out of school hours. The largest mail distributed at any one time was seventy-four letters. The questions asked were all sensible, and most of them original. I frequently wrote letters to the scholars, explaining

the import of the different papers used in business, and requesting them to write various kinds. The result was that I had at the end of the term a large package of notes, bills, receipts, invitations, orders, advertisements, business cards, etc., to show to the committee and the friends attending the examination. The children thus gained a great deal of *practical* knowledge, and the parents were permitted to see specimens of their children's industry.—*Eliza R. Morton, in Mass. Teacher.*

THE SEVEN LAWS OF TEACHING.

Ex-Supt. Gregory's famous "Seven Laws" can not be too often republished in the State to which he gave so much valuable labor; and as they will be new to many of our present teachers, we gladly give them another insertion:

I. Know thoroughly and familiarly whatever you would teach.

II. Get and keep the attention of your pupils, and excite their interest in the lesson.

III. Use language which they thoroughly understand, and carefully explain the meaning of every new term you need to use.

IV. Begin with what is already known, and proceed to the unknown by easy, natural steps, making each step thorough before taking the next.

V. Excite the self-activities of the pupils, and tell them nothing which they can easily discover for themselves.

VI. Require them to restate correctly, and in their own language, whatever they have learned.

VII. Review, *review*, REVIEW — carefully, thoroughly, repeatedly.

Now the popular idea is to make the school-room so attractive that children will delight to be there. To accomplish this, keep them busy but avoid weariness and disgust; take walks to pleasant and profitable retreats; have interesting and amusing lectures, songs, and choruses; dialogues interspersed on declamation days; let nature be imitated, and child-nature conformed; cultivate in them a love of knowledge, usefulness, industry, and goodness; calisthenic exercises for their bodies and limbs, and object-lessons for their senses in great variety; always trying to have something new and entertaining; comfortable furniture; pleasant rooms, mottoes, and pictures; friendly and kind intercourse out of school and in.—*Abridged from Harkness.*

Current Topics.

PRINCIPAL Estabrook publishes a highly interesting report of the recent work of the State Normal School. We can ill afford space for the whole of it; but the desire for light upon the "normal problem" is so general among our readers that we decide to copy it bodily:

TO THE HONORABLE BOARD OF EDUCATION.

Gentlemen: I herewith submit to you the following report of the thirty-eighth and thirty-ninth terms of the Michigan State Normal School. With this report I give you also a somewhat detailed account of the work done in each of the principal departments, as presented by the heads of those departments. From these you can obtain a full account of the internal workings of the school.

It has been our earnest aim during the past year to give to all our instruction a positively professional character. We have endeavored to keep distinctly before the minds of our pupils, in all their recitations, the fact that they are preparing for teachers; and, in conducting our recitations, we have sought to give the best models we were able for the future imitation of our pupils. The regular class-work of each teacher is divided into two distinct departments, viz.: the *subject-matter* and the *method.*

The general professional training, assigned to Professor Putnam, is quite fully set forth in his report. The large number of pupils who have received instruction in that department have manifested an interest and enthusiasm in their work that give promise of most excellent results.

The thorough and exhaustive examinations of the classes in Mathematics, on the methods of teaching the different branches of that science, and the results of those examinations, afford the most satisfactory evidence that earnest professional work is made a prominent feature of the instruction in that department. Readiness and facility in the application of the fundamental principles of the *science* of education are made essential conditions of "passing" any of the branches taught by Professor Bellows, or by those who assist him in his department. Prof. Bellows has, during the past year, had the immediate supervision of the room occupied by the young men, and has done most important service to the pupils in presenting before them an excellent model of order and discipline.

I would call especial attention to the department of Natural Science. An unusually large amount of labor has been required in some of the branches of this department, on account of recent changes in the courses of study, which brought together students belonging to two different years in the course. There is in our public schools a growing demand for special qualifications to give instruction in the various branches of Natural Science. We are aiming to encourage and meet this demand, but are much in need of additional apparatus, for purposes of illustration, in our laboratory.

The instruction in Ancient Languages during the year has been interrup-

ted by the death of Professor E. Darrow, a most valuable teacher, mourned and beloved by all who have been under his instruction. He was indeed a model man and a model teacher ; and in his death we have sustained a serious loss. Prof. J. P. Vroman, whom you appointed as his successor, has been received with marked favor, and gives promise of eminent success. It is our aim, in the Classical Course, to qualify such as graduate from it to take charge of our best union-schools and to do the work of thoroughly preparing students for college.

Miss Ruth Hoppin is in charge of the Young Ladies' Room, and has maintained a high standard of order and discipline. Her department of teaching is not as distinctly defined as that of the other teachers. She gives all the instruction in Practical Arithmetic and Botany, and assists in Elementary Algebra. Some portion of almost every recitation is devoted to earnest and positive instruction upon the best methods of teaching the various branches under her charge. Her classes in Arithmetic are extremely large, as nearly all who enter the school give some time to the study or review of arithmetic.

English Grammar and Rhetoric are and have been for several years in charge of Miss Mary A. Rice. Many of her classes, like those in Arithmetic, and for the same reason, have been extremely large; yet she has been successful in exciting much interest and enthusiasm in all the members of her classes. She has also had charge of the classes that have written for the public stage, and has given much time and efficient labor in this department.

At the beginning of the year, a new department was organized, embracing Drawing, Local Geography, and English Literature, and assigned to Miss Anna Cutcheon. Much interest has been awakened in these important branches, and excellent results have been realized.

The subject of Penmanship has received special attention during the year. Two courses of lessons of one month each have been given by Professor Warren, of Ohio, a teacher of many years of successful experience in this department. A large portion of the time was devoted to the best methods of imparting instruction. Each pupil was required to analyze every letter, and illustrate with crayon at the blackboard, in presence of the teacher and class. No particular system of copy-books was followed, but such instructons were given as can readily be applied to all good systems.

Vocal Music, under the efficient management of Prof. Pease, has become an essential part of the work in the Normal School. All students not proved to be incompetent to learn music receive instruction one year, or until they are able not only to read music with readiness, but also to give instruction in the rudimentary principles. There is an increasing demand in our public schools for qualification in this department, which we are aiming to meet.

My own work during the past year has embraced a larger branch of studies than was profitable to the whole school. In addition to the department of Mental and Moral Philosophy, and the application of Psychology to Methods of Instruction, I have been compelled to give instruction to the Senior Class in Latin and Greek Prose Composition since the death of Prof. Darrow. I have also given two courses of lessons in Reading and Elocution. No doubt the higher interests of the school would have been subserved, could I have given more time to the details of the more general work of professional instruction.

In the application of Psychology to educational processes, the following topics were presented to the senior class, in the form of familiar lectures and discussions, viz.:

1. A review of the powers and susceptibilities of the soul.
2. The *ends*, *aims*, and *means* of education.
3. The educational periods well considered in four distinct stages of development. These are expressed by four following propositions, in their natural order, viz.: (1) I perceive the thing, (2) I have a conception of it,

(3) I understand or know it, (4) I can prove it; or, the perceptive or presentative faculties, the conceptive or representative, the knowing or understanding, and the reasoning. Courses of study were presented and adapted to this order of mental development; and four distinct grades for our public schools were recommended, viz.: The Primary, the Intermediate, the Grammar School, and the High School.

4. The general principles of education.
5. Educational Axioms.
6. Educational motives.
7. School government and organization.
8. Relations of teachers to pupils, parents, society, and the government.
9. Conditions of success in teaching.
10. Objects of recitation.
11. Habits of mental and moral action which teachers should aim to secure.

The whole number in attendance during the year, and the different courses in which they are classified, are given in the Catalogue.

The year has furnished many lessons of importance, which will prove of essential value in the future management of the school. With a united and harmonious Faculty, which we most confidently hope for in the future, with the earnest co-operation of your most honorable body, with a deep sense of the great responsibility which you have imposed upon us, we shall labor to accomplish, according to the best of our ability, the responsible work committed to us.

THE editors of *The School*, who also compose the Faculty of the State Normal School, in their October number reply, with a heat and personality quite unnecessary, and altogether removed from the judicial calmness with which the discussion of normal reforms has mainly been conducted, to the "attacks on normal schools," as they are pleased to designate one branch of the discussion. Insofar as their answer presents germane facts, we are anxious to reproduce them; but its unhandsome flings belong to a pot-and-kettle style of argument with which the TEACHER has no sympathy. Weeding out these, we find the following:

1. The Normal School is always open to visitation, and its Catalogue indicates the courses of study and general work. From these anyone may learn what proportion of academic and strictly professional instruction is undertaken. It is denied that the school is doing, to any large extent, the work of the ordinary High Schools. "That what is called academic work is done in normal schools is certainly true; and how the peculiar normal work can be done without this has not yet been discovered."

2. Pupils (except the children in the Department of Observation and Practice) are required to sign a declaration of intention to devote themselves to teaching in this State, and that they attend the Normal to prepare for this Hence it is not believed that many go "simply to get an academic education, never intending to teach."

3. A gentleman personally cognizant of the school since its opening twenty years ago, estimates that not less than four thousand "have gone out from it." The editors "are entirely confident that more than a hundred teachers, on an average, have gone into the schools of the State from the Normal eve-

year since its opening, probably more than a hundred and fifty, and possibly two hundred." This in answer to statements that "not more than four or six per cent of the teachers of the State have ever been connected with the Normal School," and that "the State pays for each graduate the enormous sum of four or five thousand dollars."

4. The average time that Normal graduates and others going from the school teach "is not less than four years." No vow of celibacy is required; and the *School*-men "presume a large part of the ladies who left the school between the years 1854 and 1864 have married; at any rate, for the good of the State, we [they] hope so." As to the other sex, they think the Normal not responsible for change of profession, after teaching a few years.

5. The Faculty do not yet consider "the Michigan State Normal School, or any other, a perfect institution." They believe in progress, recognize fully the fact that "Normal schools, like other schools, must advance and improve to keep in the van of the host of progressive teachers," and "affirm that the present courses of study and general arrangements of the school are good, and are a good improvement over those of any previous period."

We venture to suggest to the conductors of normal schools reached by the TEACHER, that the public will hardly expect real or assumed indifference to the discussions of normal reform. A large and influential party is forming is forming in favor of it. Four of the six papers presented to the Normal Section of the National Teachers' Association, at the late Boston meeting, treated of the true work of the normal school, and it was, says ex-President White, the *only* subject considered in the discussions. If the ears of those who should stand on the defence are deaf to these voices, the cry of "Great is Diana!" will avail them nothing by and by.

WE have the following from Professor Nichols, President of the State Teachers' Association, which supersedes the necessity for any appeal on our part. "Ditto to Burke" throughout.

TO THE TEACHERS OF MICHIGAN:

Allow me to call your attention, through the pages of THE MICHIGAN TEACHER, to the next annual meeting of the State Teachers' Association, to be held in the city of Jackson, December 26th and 27th. No labor has been spared to make the exercises attractive and instructive. All indications point to a large and successful meeting, and a most hearty and encouraging spirit is shown by all with whom I have yet corresponded. Let us no longer be behind our sister States in numbers and interest at these our annual gatherings. Many of our most able and experienced instructors are thoroughly interested in behalf of this meeting. The hotels of Jackson will entertain members at from $1.50 to $2.00 per day, and a number of ladies will find entertainment free of charge at the houses of citizens. Several friends of the Association invite all its members to a supper at the Hibbard House, after President Angell's address on Friday evening. The teachers of Mich-

igan have placed the main responsibility upon me. I am doing all in my power to make it worthy of them, and I now ask them, cordially and earnestly, to be present, and to use their influence to make the meeting a large and spirited one. Will you be kind enough to notify me, if any circumstance will prevent your attendance? I can not send this letter to every teacher in the State; but all have rights in the Association, and the interest is common to us all, and *all* are most cordially invited. May I depend on you to give this notice ample publicity, and to invite all teachers in the name of the Association? Yours, respectfully,

J. F. NICHOLS, *President of the Association.*

DETROIT, Nov. 20th, 1872.

THE TEACHER, as is pretty well known, offers a free parliament to the educators of the State, for the courteous discussion of all matters related to their work. We thus give place to the communication of Principal Crooker, of Napoleon, one of our young and progressive teachers — in confidence, however, that the meeting of this winter will permanently remove some, if not all, of the evils complained of.

OUR STATE ASSOCIATIONS.

Soon the teachers of the State of Michigan will assemble again in State Convention. We may well ask these questions: What have these meetings accomplished? What do the teachers of this State really expect to accomplish by them? If we are not mistaken, there has been of late a notable decrease of enthusiasm about these gatherings. If this is a fact, it certainly points to a vital weakness somewhere. These meetings have now extended through a considerable length of time. They certainly should bear much fruit. Has any such fruit been gathered? The cause of education in this State has progressed during this whole time; but is this progress due, in a reasonable measure, to these meetings?

It is far from our object to censure, or in the least to call into question, the ability or devotion of those who have managed these associations. Neither would we wish to appear to speak our opinions with arrogance or undue assurance, but rather to utter them in a tone of respect and deference. But, judging them fairly, we think this must be the verdict: They have promoted a wider knowledge of educational matters, and a more extensive acquaintance among the teachers, than otherwise could possibly have existed. They have, perhaps, dignified the teacher's calling, and caused the teacher's art to be looked upon as a profession. They have given the teachers, in quantity at least, considerable miscellaneous instruction concerning the methods of teaching, the matter to be taught, and the manner of disciplining.

In these things we think they have signally failed: They have failed in system; their work has had no form nor comeliness; it has lacked plan and especially definite organization; they have failed to reach definite and lasting results; they have failed, not only to build a system, but they have not as much as taken one step toward the laying of a firm and enduring founda-

tion. The exact method of teaching is as unsettled and diversified to-day as it was several years ago. Teachers have advanced, but not toward any degree of unity or stability. This truth must be realized sooner or later: The advance of the teacher's art and the advance of the ideas of the people concerning this art must go hand in hand. The teachers in the van, but the people following very closely in the rear. With an uneducated and unappreciative community, poor teachers will win, because they are cheaper. A state of society should be reached wherein poor teachers would not be tolerated. While teachers are judged by their money value, as in many places, we shall have many miserable teachers. A public sentiment that demands the best teachers will have them, while a supply of good teachers will no always insure the same happy results. The great majority of persons who have to hire teachers know very little about correct methods of teaching.—We know that this is not guesswork. These truths the Associations have utterly ignored, and herein we think they have failed in one of their most important duties.

This would be our ideal of a State Association of the teachers of Michigan: Its object should be two-fold — first, the perfecting of a philosophy of education in its widest aims; second, the education of the entire public in regard to teaching itself. This would require an organization permanent in its character and its membership, and including every educational resource in the whole State. Its plan should be exhaustive and comprehensive, involving not merely the labor of a few for a year, but the labors of many for a series of years. Its labor should be divided and systematized, its forces should be organized and disciplined, and its aim should be a complete and perfect system of education. Its scope should be so general as to include everything which is needed to make of the child a typical man, symmetrical in his development and growth. This would be a work of vast magnitude, involving an immense amount of study and erudition. But this is the only manner in which anything can be really achieved by the teachers which will be of true worth to them or to the people at large. Let the fundamental principles of the teacher's profession first be sought and determined. Le the whole subject be divided into its several departments, and subdivide these into their numerous parts. Let these topics or separate parts be referred to committees. Let these committees investigate and debate their several subjects at their own meetings. Upon their report to the Association, let there be a full and extensive discussion of this one subject, and all, concentrating upon this topic, settle it definitely. Do a little, and do it well. Let these debates, the committees' reports, and their investigations, be fully published and widely circulated. Set in operation some sort of missionary work, by which the masses can be reached and educated to a better understanding of the right methods of teaching.

Does some one say: "Ah! your plan is a mere air-castle. It is too general, too extensive, too laborious—it can not be realized—it is impossible"? Well, be it so, then. But if these meetings ever become really effective, it will, we think, be in some such way as this. Let us live in hope.

J. H. CROOKER.

A SERIES of articles upon Township Organization for School Purposes was upon our prospectus for the volume now closed. But knowing Prof. Briggs, State Superintendent elect, to be an ardent friend of the system, we await his action, hoping to render some service in co-operation with him.

PROF. Darling, of Albion College, sends a note in correction of a statement made in Prof. Payne's contribution last month. The College pronounces in favor of public high schools, and has labored for five years to aid in building up a High School in Albion.

Literary Matters.

HAWTHORNE'S *Wonder Book*, *Tanglewood Tales*, and *True Stories* (J. R. Osgood & Company) are among the most remarkable books for juveniles that have been published in this country. The beautifully simple style in which they are written is, of itself, an education. We, and the little one who has listened, wonder-eyed, to their reading, have been so much pleased with them, that an elaborate review of their merits has been admitted among the "Leading Articles" in this number of the TEACHER.

Still another *Manual of American Literature* appears in handsome shape—this one the compilation of Prof. N. K. Royse, of Cincinnati, and from the press of Cowperthwait & Company. It is a mere outline, twenty-three pages in large print making an indifferent exhibit, even under skillful hands, of the history of our literature. The rest of the book is occupied by sketches and extracts from the works of representative authors. We should think it mainly useful as a reading-book in schools where literary studies can not be formally pursued. It is a first-rate book of selections for declamation.

Prof. Griffith's well-known *Lessons in Elocution* and *Drill-book* are combined in a new edition, just issued by the Adams, Blackmer & Lyon Publishing Company. The distinguished author has a repute within the range of our circulation which makes any commendation of his work by us unnecessary. The new chapter on Pulpit Elocution is a good one, to its extent, but might profitably be extended to thrice its length.

The *Lawrence Speaker* (T. B. Peterson & Brothers) is a book of 624 pages, a very *thesaurus* of elegant selections for reading and speaking. For variety and good taste, this compilation is unsurpassed.

Cowperthwait & Co. publish the *Fourth Reader* of Prof. Monroe, completing this highly meritorious series. The first part presents the best illustrations of the physiology of elementary sounds that we know. It is wholly given to orthoepy, while the second part comprises the freshest and choicest selections accessible. The pictures are elegant throughout the series.

Principal Holbrook's *Training Lessons in the Elements of English Grammar* (J. Holbrook & Company) is a fearlessly original and advanced production. The examples for oral drill in the names of objects, the distinctions of number, gender, and person, and a multitude of others — even including one on "transivity" — will be found very useful to teachers who have the courage to swing away from the old methods.

No other book of the size and price (50 cents) has been so useful to us as Dr. Meredith's little manual entitled *Everyday Errors of Speech* (J. B. Lippincott & Co., Philadelphia). It is surprising what an amount of popular ignorance it exposes, concerning some of the commonest words. Teachers will be corrected by it in the use of many professional terms.

Eureka — found at last! The *Independent Child's Speller* is what we, and we trust large part of the educational world, have long waited for. Think of a handsome little book, full of the right pictures, and *printed in script* — exactly fitted for the only truly scientific practice in orthography. This is it. A. S. Barnes & Company, New York and Chicago.

A new edition of Parker's widely-used *Philosophy* is out, revised by Prof. Plympton, of the Brooklyn Polytechnic Institute, and published by Collins & Brother, New York. The excellences of this text-book have made it a favorite for many years. We regret that it seems necessary still to use the old plates, which are much battered in places; and some illustrations, as of the steamship and locomotive, are sadly antiquated.

How Plants Behave (Ivison, Blakeman, Taylor & Co.) is another of the delightful little books on Botany, prepared for young children by the veteran Prof. Gray. It opens a new world to them. Nothing in the scientific way is better for reading in the family, as well as formal study.

Principal Hagar's excellent series of Arithmetics is completed by the *Manual of Dictation Problems and Key to Common School Arithmetic* (Cowperthwait & Co). The problems are admirable, representing the actual business of to-day. We hope the necessity for *Keys* will be soon be past.

A convenient and very readable hand-book, closely printed, after the English fashion, and otherwise substantial, is Freeman's *Outlines of History* (Holt & Williams). It is a most promising introduction to an Historical Course, comprising "the special history of particular countries."

The series of *Half-hour Recreations in Popular Science* has been taken up by Messrs. Estes & Lauriat, the new Boston publishers. No. V. treats of nebulæ, comets, and meteoric phenomena. All teachers of science should have these pamphlets. Monthly; 25 cents each, $2.50 per year.

We do not know another juvenile better fitted for a Christmas present to one's child or pupil than *Mr. Blake's Walking-stick*, by Edw. Eggleston. It is healthy and breezy throughout. 50c. to A., B. & Lyon Pub. Co., Chicago.

The Struggle for Existence names a thin volume of indifferent but quite amusing poems, by Gavilan Peak (P. M. Haverty, New York).

Educational Intelligence.

MICHIGAN.

THE Annual Meeting of the State Teachers' Association will be held in Jackson, Thursday and Friday, December 26th and 27th. The Association will meet in the Baptist Church on Thursday afternoon, at 2 o'clock, and close on Friday evening. Teachers from all parts of the State are cordially invited to attend. Efforts are being made to furnish entertainment free of expense for ladies especially. A new feature of this meeting will be a supper for members of the Association on the evening of the day when the exercises close. Addresses are expected from the following-named gentlemen: Presidents Angell of the University, and Abbott of the Agricultural College; Principals Estabrook of the Normal School, and Sill of the Detroit Female Seminary; Professors Kent of the Law School, Lawton of Jackson, Perry of Ann Arbor, Thomas of Niles, Wellington of Detroit, Strong of Grand Rapids, and Payne of Adrian. The meeting promises to be the most instructive and attractive one held for many years, and it is sincerely hoped that the attendance of teachers will be large.....The tenth Annual Commencement of the Agricultural College occurred on the 13th ult. Five were graduated B. S. Address by President Fairchild, of Oberlin College. The Catalogue for the year bears the name of 131 students, including four ladies. The present fund from the land-grant is $154,178.07, and it is expected that the income from this source will render the College self-supporting in a few years.....The Commissioners of the State Public School for Poor Children have selected a site near Coldwater for the buildings. The work is to begin as soon and go forward as rapidly as practicable.

PERSONAL.—New County Superintendents: A. R. Coryell, Hilladale, *vice* Botsford, resigned; Rev. R. G. Baird, Macomb, *vice* Woodford, resigned; C. W. Borst, Mecosta, *vice* Peck, resigned; A. M. Gibson, Cheboygan; D. C. Warner, Lake.....Supts. Dixon of Charlevoix and McKame of Iosco are already nominated for re-election next spring. Clark L. Frazier is named by the Republicans of Wexford.....The retirement of Supt. Botsford, enforced by ill health and probably permanent, is regarded with much regret by the number who have long and favorably known him as one of our leading educators, and their best wishes will accompany him down the decline of life We are assured that he is most capably succeeded.....Supt. and Rev. Isaa Swift, of Midland, has also resigned.....Dr. Kemp has resigned his chair

Olivet, and goes to Knox College, Ill., as Professor of Mental and Moral Philosophy.....Prof. Bengel, late of the Normal School, is making a visit of several months in Germany.....Prof. Merriman, late Principal of the Houghton School, Detroit, is Professor of Mathematics in the Christian College at Santa Clara, Cal.....Conrad Usinger, of the last Normal class, has gone to Hudson, Wis., as Professor of Modern Languages in the St. Croix Collegiate Institute.....D. P. Strange, a recent graduate of the Agricultural College, has been elected to the chair of Agricultural Chemistry in Minnesota University. .....Miss E. L. Fairfield, daughter of ex-President Fairfield, of Hillsdale College, has become a teacher in Fisk University, Nashville.....Mrs. Prutsman, formerly an esteemed teacher at Three Rivers, died there recently.....Mrs. Margarita J. Canedo, an accomplished teacher at Goshen, Ind., is about to take a large parochial school in Saginaw City. The profession there may well give her a cordial welcome.....Principal Baggerly, of the Corunna Union, lately received from his pupils a testimonial to his faithful labors, in the shape of a silver pitcher and goblet, and a superb study-chair.....The best Greek in the senior preparatory class at Olivet is a lady.....Clara Woodruff, of the Ann Arbor Union, has not been absent or tardy in four years, nor absent more than once in seven years.....Grand Rapids has a full-blooded Apache Indian at school. An exchange says that "though a little Lo as yet, he stands quite high in his class."

NEW DEPARTURES.—Supt. Fancher, of Calhoun, has begun notifying the schools of his county of the *week* he proposes to visit them. On each Thursday evening he holds a meeting somewhere in the township visited that week and hears reports from the schools of the town, with competitive exercises, etc. He reports the results so far as very excellent indeed..... At the meeting of the St. Joseph Teachers' Association Nov. 16, the exercises consisted wholly of class-drills by the several teachers, as they are went to teach, followed by brief discussions. The meeting was one of unusual interest and value, and we understand that the future programmes will be similarly arranged.....Principal Dewey, of Alpena, writes that he has put his entire Grammar School to the study of Book-keeping, in place of writing. He teaches it wholly by oral methods.....Supt. Hall, of Kalamazoo, reports that there is a decided movement among the school officers of his county in favor of employing teachers of a higher grade this winter, and that they will raise the wages accordingly.....An experimental Kindergarten has been opened in a room of the Everett School, Detroit. So far the experiment is successful, and $100 worth of apparatus is asked for it.

MISCELLANEOUS.—New school-houses projected: Ishpeming, $30,000; Lapeer, ward school-house, $5,000; Clam Lake, about $10,000; Kawkawlin, $8,000; Reading, $10,000; Vandalia, $4,500; Saranac, $1,200; Lansing, addition to High School building, $970. Building or built: Schoolcraft, to accommodate 400 students, has 2,376 square feet of blackboard; Deep River, $700; Ada, $10,000; seven in Saginaw county, in place of those burned last

year, built in part by the State Relief Fund .....The Central School-house in Albion was dedicated on the 1st ult. Address by Duane Doty.....The people of Eaton Rapids complain that their fine new school-house, which was to be finished last fall, is not yet done, though imperatively needed.....The school building at Mendon was burned to the ground a few days ago, from a defective flue. The schools continue, however.....Grand Rapids proposes to put a 6000-pound fire-bell upon its towering Central School-house.....The new Sixth Ward school in Detroit has been named the "Lincoln School."..... The Catholics are putting up a three-story school-house in Kalamazoo..... The St. Joseph *Herald* says that but 280 of the 850 school-children in that town attend school. Only 598 of 1,212 children in Grand Haven attended the last school year, and 400 children in Wyandotte do not attend, against 850 who do. Supt. Goodman, of Saginaw, reports the compulsory school law a dead letter in his county. *Per contra*, the percentage of attendance in the Decatur Union is 89.85, and in other places very large.....The Teachers' Institutes of the fall have been very well attended, and otherwise successful. A County Association was organized at that held in Cedar Springs, Kent county.—The normal classes taught in many of the high schools have also been largely attended.....Supt. Mudge advertises Clinton county as short eleven teachers. .....Supt. Kellogg writes that wages are very high in Van Buren county — $40 to $65 for experienced teachers, and little discrimination against ladies. The uniform system of text-books is prevailing rapidly.....We have not room for the reports of schools sent us this month; but invite all who will transmit monthly reports for our next volume to send their November reports at once after making them up. They will appear in tabulated form in our January number, if enough are received to justify the trouble.

OTHER STATES.

The use of text-books in Greek has been stopped at Dartmouth College, and the students are supplied at one recitation with slips containing the lesson for the next. This prevents "ponying."..... Maine has abolished its county supervisors of schools. The public and teachers generally complain of the unwisdom of the step, and apprehend innumerable evils and much confusion therefrom.....The new school board of Natchez consists of four negroes and one white man. The white man can write his name, but can not read. The others sign official documents with "His X mark." An editor thinks "the educational interests of Natchez would be promoted by putting the honorable board in the card class.". . .The south district in Hartford, Conn., has voted to furnish all text-books needed at the expense of the district.....New Haven has just finished its first High School building, at a cost of $100,000. .....Over 2,000 pupils are being instructed gratuitously at the Cooper Institute, and a thousand have been denied admission this term.....New York city proposes to employ a Musical Superintendent in its schools.....The Wisconsin Teachers' Association unanimously endorses the plan for a National University.... .The Oregon teachers call for compulsory attendance.

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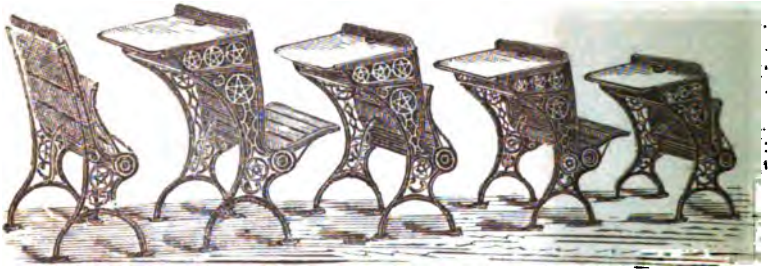

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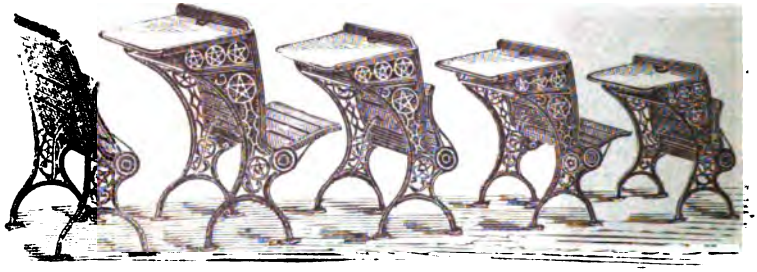

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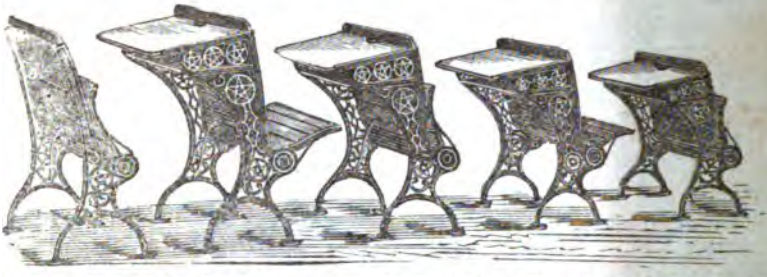

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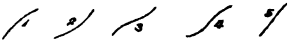

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I regard it as no small element of the excellence of these books, that they are unincumbered with theories and lengthy explanations, which should constitute no important part of a text-book for children and youth. The definitions are concise, the explanations are clear and sufficiently full for school and class purposes.

I am confident that a thorough and practical knowledge of arithmetic can be acquired in less time, by many months, in consequence of this combination of the mental and written work, than by the other system. The experience of many years has convinced me that this is the true and philosophical method.

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Probably not, Bro. *Normal*. Our offers have been wasted on this Department. At the beginning of each year since we took charge of the TEACHER, the use of its overcrowded pages has been tendered for official communications — although the "advantage" of such an arrangement, except to the Bureau and the public, has not been apparent. As yet our letters have not met the courtesy of recognition, while we have maintained, and hope to maintain, friendly relations with that office, and have been indebted to it for occasional favors. In this, however, we have not been seriously disappointed, and certainly need not complain. Should anything worth while appear in *The School* under this head, we shall make an abstract of it. We find nothing in the first two numbers, except, possibly, some higgledy-piggledy figures from a forthcoming report.

Prof. John A. Banfield, formerly a prominent worker among us, and now, among other good service, helping to edit the *Kansas Journal of Education*, has an exultant word for Michigan in a notice of the last number of the TEACHER, which contained the proceedings of the State Teachers' Association:

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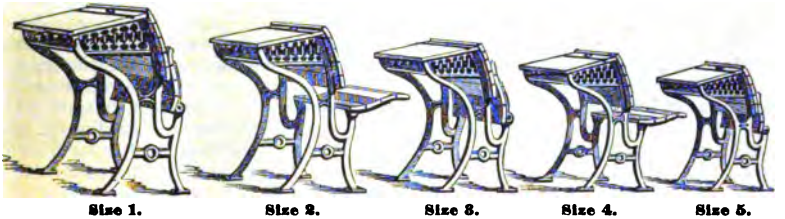

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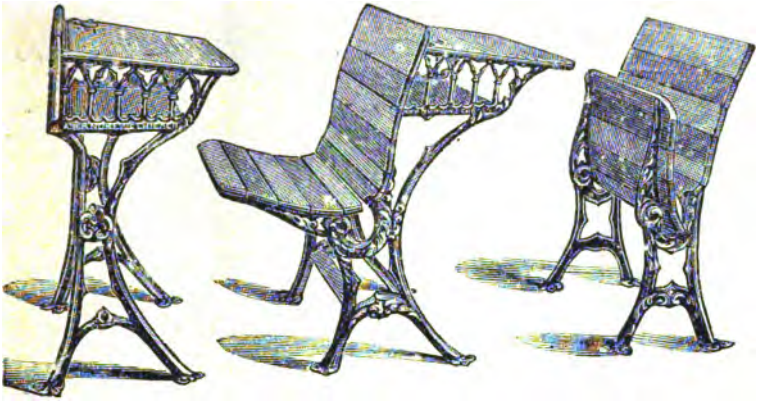

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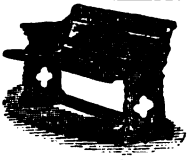

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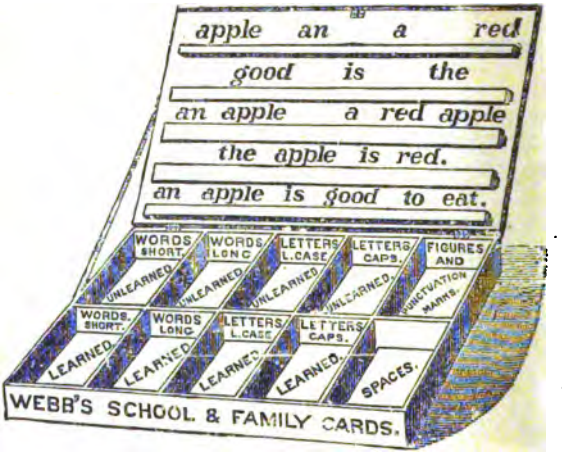

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SECONDLY. **To show the proper use of Object Lessons in teaching primary Reading.** It is believed that a successful attempt has here been made to solve the problem of *how* and to *what extent* Object Lessons can be of use in our primary schools. The whole subject is here made so plain that any *child* (not to say *parent* or *teacher*) can comprehend it and enter into the spirit of the lessons.

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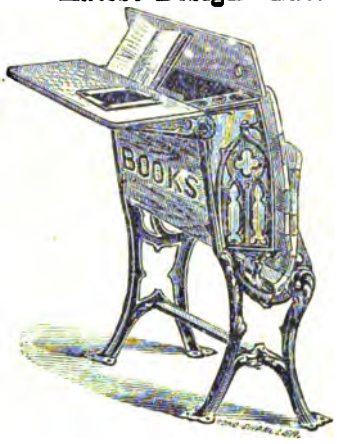

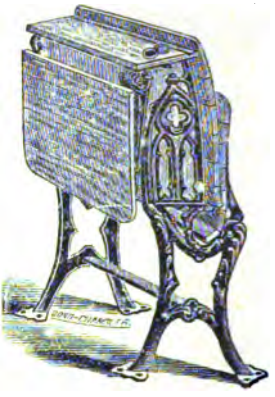

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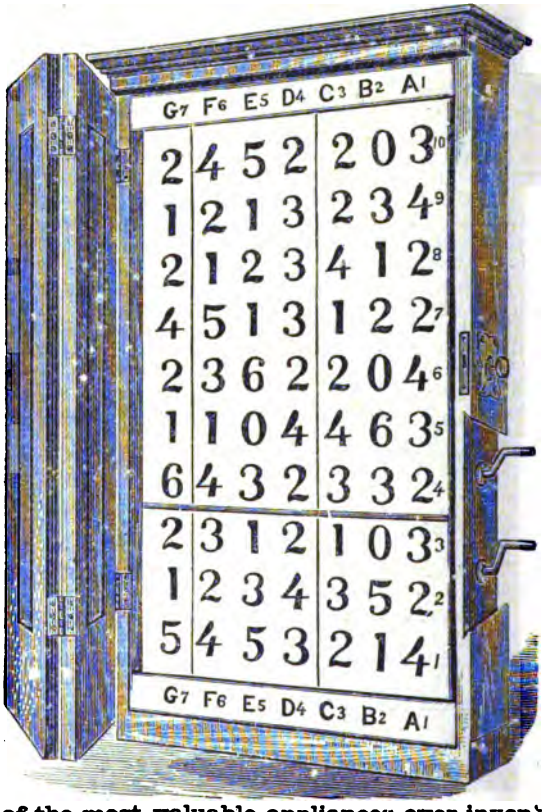

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THE publication of this number has been delayed by our journey to the West. We expect to remain at our post during the rest of the summer, and the other vacation numbers will appear with usual promptness.

A recent letter from Miss E. P. Peabody, a near relative of Horace Mann, and the apostle of the Kindergarten movement in this country, assures us of an early article from her pen, prepared expressly for the TEACHER. A valuable selection from her writings appears in this number.

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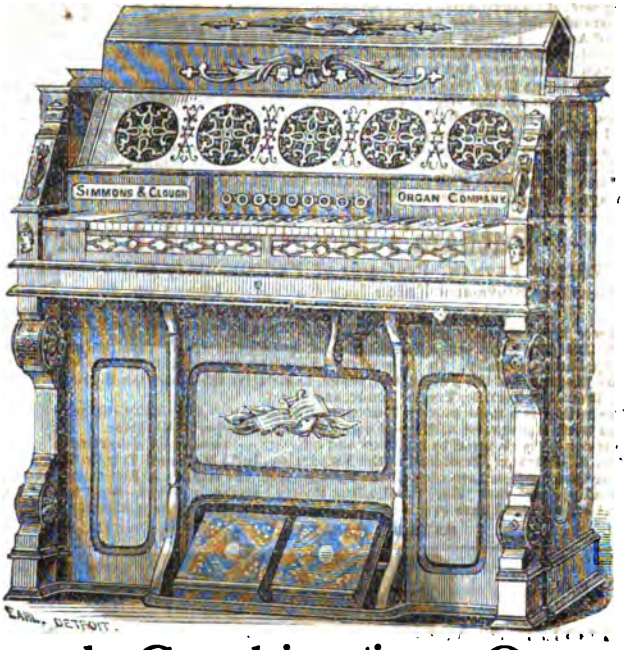

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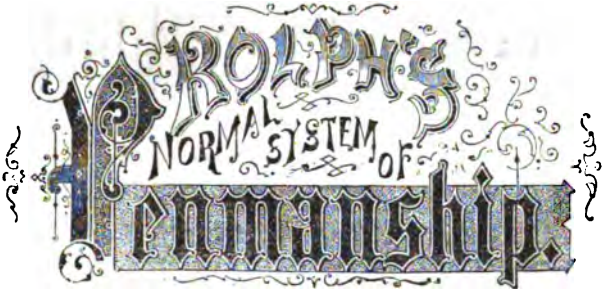

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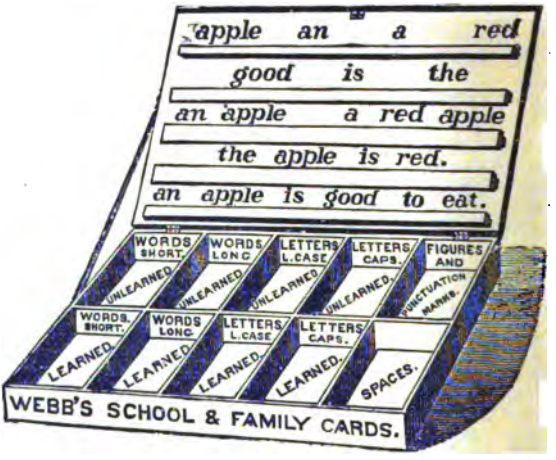

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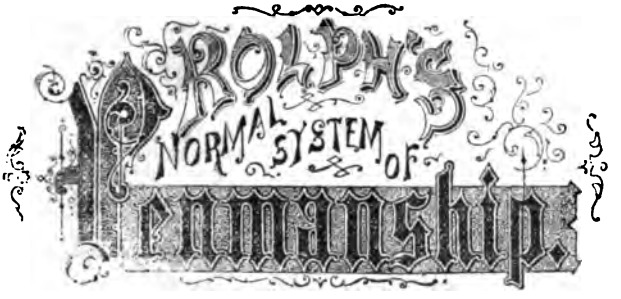

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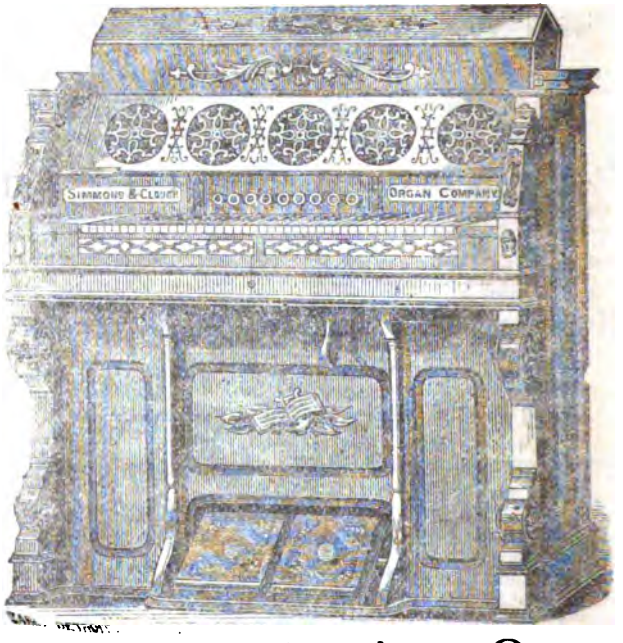

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